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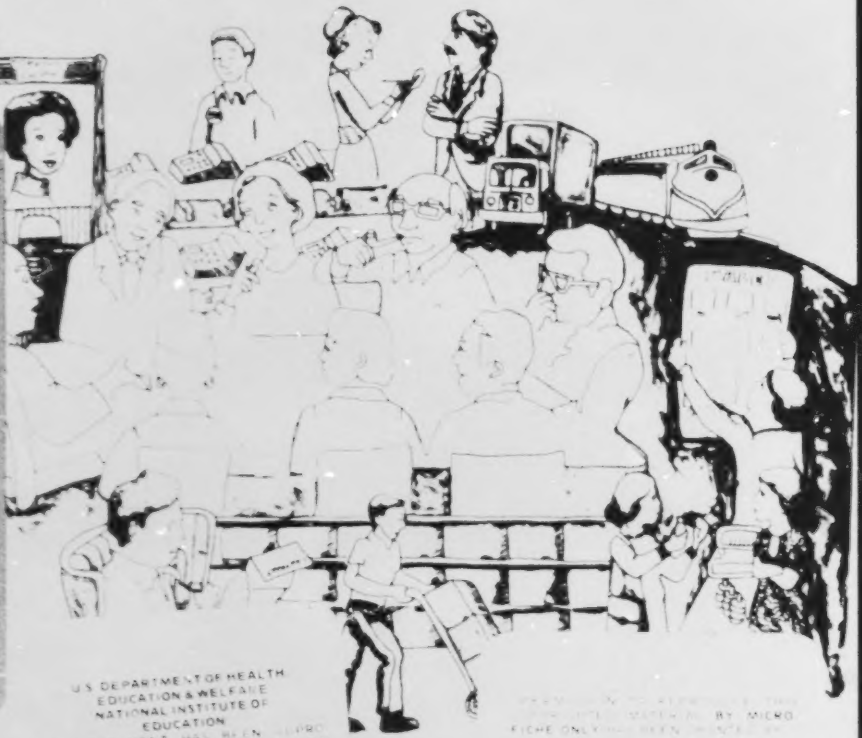
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ABSTRACT

Designed as a semester unit of instruction at the middle or junior high school level in the exploration of retailing careers, this distributive education curriculum guide is divided into two sections: The Teacher's Guide and Student Materials. One of the elective courses intended as a followup to "Orientation to Marketing Careers," it provides the student with an opportunity to experience the tasks performed by retailers through "hands-on activity" projects making him aware of the broad field of marketing activities and the careers available to him within various retail businesses. The Teacher's Guide has nine units: (1) Rapping About Retailing, (2) Buying the Merchandise, (3) Shipping and Receiving, (4) Sales Promotion, (5) Personal Selling, (6) Customer Services, (7) Credit and Control, (8) Management, and (9) Special Activities which may be used throughout the course. These units are separated into three areas: (1) Unit Overview, which includes a competency statement, performance objectives, concepts developed, suggested equipment, recommended materials, consumable supplies needed, and special resources, (2) Evaluation Keys, and (3) Learning Activities, which contain group and individual learning activities for each performance objective and special media applicable to each objective and its set of learning activities. The Student Materials section is composed of (1) Student Handouts, (2) Scene and Survey Evaluation Instruments, and (3) Special Resources (Audio-Visuals, Resource Publications, Commercial Games, and Resource Organizations and Agencies). (HD)

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Joe D. Mills

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EXPLORATION OF RETAILING CAREERS

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Florida Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner
Vocational, Technical, and Adult Education Division

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FOREWORD

Exploration of Retailing Careers is a Distributive Education offering which is designed as a semester unit of instruction at the middle or junior high school level. It represents the second phase of a comprehensive pre-vocational program.

This course is one of the elective courses in Distributive Education designed as a follow-up to "Orientation to Marketing Careers." It provides the student with an opportunity to explore in greater depth, the varied career opportunities available in retailing.

In this offering, the student is made aware of the broad field of marketing activities and the careers available to him within the various retail businesses. He has an opportunity to experience the tasks performed by retailers through "hands on activity" projects.

This curriculum guide is divided into two major sections: The Teacher's Guide Section and The Student Materials Section.

The Teacher's Guide Section is composed of nine units. The first eight units cover the content of the course. The ninth unit called SPECIAL ACTIVITIES contains materials which may be used throughout the course.

Each of the eight units for the teacher is separated into three areas:

UNIT OVERVIEW EVALUATION KEYS LEARNING ACTIVITIES

Each unit overview includes: a competency statement, performance objectives, concepts developed, suggested equipment, recommended materials, consumable supplies needed, and special resources.

The evaluation keys which follow the unit overview reflect the answers to the Scene and Survey Evaluation Instruments found in the Student Materials Section.

The Learning Activities area of each unit contains group and individual learning activities for each performance

objective, as well as special media applicable to each objective and its set of learning activities.

The student materials section is composed of three areas in the following order:

STUDENT HANDOUTS

EVALUATION INSTRUMENTS

SPECIAL RESOURCES

At the completion of this *Exploration of Retailing Careers* offering, it is anticipated that the student will:

- ... demonstrate an awareness of the major marketing activities and the vast number of opportunities available to him within the broad field of retailing
- ... relate the importance of marketing in the economy and the value of the tasks performed within the marketing occupations
- ... reflect an understanding of the role retailers play in the distribution of goods from the producer to the consumer
- ... identify initial career goals and values
- ... exhibit a better understanding of his self-identity and the role he may assume in society.

ACKNOWLEDGEMENTS

Our gratitude is extended to the following teachers for their efforts in developing a draft copy of this guide during a summer workshop held at Florida Atlantic University: Richard Anderson, Greg Payette, Bill Pfeiffer, Bill Provost, and Earl Radish.

Sincere appreciation is expressed to all Distributive Education teachers who field tested the draft copies for two years and who provided assistance and constructive suggestions in its final development.

Special recognition is extended to the following pre-vocational Distributive Education teachers who revised the design, format, and content of the guide at a summer workshop at Florida Atlantic University:

Emma Banks, Chairman

Judy Davis

Annie Lawson

Eunice Cornelius

Bill Muscatello

Grateful acknowledgement is also accorded Emma Banks, Linda Boyer, Eunice Cornelius, Judy Davis, and Bill Muscatello for their continued interest, enthusiasm, and contributions to the final product.

The final revision of this "Exploration of Retailing Careers" curriculum guide was written and edited by MISS BARBARA J. WLIKIE, Curriculum and Instruction Specialist, under a special grant through the University of South Florida.

acknowledgements

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INTRODUCTION

This *Exploration of Retailing Careers* guide has been developed around the six major departments or divisions found in most retailing businesses. These include: buying, shipping and receiving, sales promotion, personal selling, customer services, and credit and control. Each of these areas has been handled in a separate unit.

The coordinating element of management, which is a level of performance found within each of the retailing departments, has been covered in the final unit of the guide, "The Retail Wrap-up." The first unit is intended to give the student an overall view and understanding of the channels of distribution and the major marketing functions which occur throughout the channels in all kinds of businesses and industries, including retail establishments. In addition, the first unit, "Rapping About Retailing," describes fifteen types of retail businesses and relates how the eight major marketing functions occur within the six major retailing departments or divisions.

Within each unit of the teacher's guide section, you will find the following components in this designated order:

1. *Competency*—an overall statement of what the student is expected to attain.
2. *Performance Objectives*—specific steps which the student should accomplish in the sequential order that he should perform them. For example, the first objective will indicate the beginning or knowledge level at which he should demonstrate proficiency before continuing to a higher level indicated by the second objective.
3. *Concepts*—an overview of the major ideas or content that is suggested for that unit. These have been identified in the order which would most likely be used to effectively cover the learning unit.
4. *Equipment*—suggested audio-visual equipment or furniture to be used with the learning activities of that unit.
5. *Materials*—recommended audio-visual and printed resources which are congruent with the unit and which have been reviewed by distributive educators to ascertain their value for the given unit.
6. *Supplies*—consumable items which are basic to the effective development of the suggested learning activities in the unit.
7. *Special Resources*—other recommended resources which would be helpful, if available or possible, including commercial games, field trips, and speakers. Special Student Handouts contained within the guide are also identified here by numbers.

8. *Evaluation Keys*—answers for both the pretest (Scene) and post-test (Survey) evaluation instruments for the unit.
9. *Learning Activities*—suggested group and individual learning experiences and projects presented in the order in which they should be used according to the objectives. The group and individual activities especially designed for the beginning level of learning stated in the first objective are placed at the beginning of the activities area. Group and individual activities corresponding to the next level of learning indicated by the second objective would follow, and so on.
10. *Special Media*—recommended audio-visual materials, printed resources, and commercial games which would enhance student interest and understanding. These are materials reviewed and/or used by Pre-Vocational Distributive Education teachers.

The ninth unit of the Teacher's Guide Section is called SPECIAL ACTIVITIES which contains materials to be used throughout the course. It includes guidelines and forms which may help the teacher develop and implement special events or activities for greater effectiveness in teaching students in the middle grades.

The student materials section of the *Exploration of Retailing Careers* guide includes three divisions: student handouts, evaluation instruments, and resource materials.

1. *Students Handouts*—information sheets, special activities, student projects numbered in the order suggested in the learning activities area of the teacher's guide section and which are designed for easy duplication.
2. *Evaluation Instruments*—measurement items to ascertain the student's competencies before he begins a unit and evaluate his performance following the completion of the learning activities. Each pretest and post-test evaluation instrument contains a test item designed to evaluate the level of learning specified by the performance objectives.

The evaluation instruments have been given names other than pretests or post-tests to assist the teacher in creating a positive atmosphere for measurement of the student's ability and progress. The pretest instruments are called *Scenes*. Depending upon the unit, it may be entitled, "The Buying Scene," "The Sales Promotion Scene," or "The Management Scene." Each of the eight units will have a pretest instrument, which is indicated by a clue word of that unit, such as customer service or personal selling, and the word "scene."

The post-test evaluation instrument is called the *Survey*. Like the scenes, each unit has an evaluation instrument identified by a clue term and the word "survey." Some examples of these include "The Buying Survey," "The Selling Survey," and "The Management Survey."

It is important to note that each pretest Scene or post-test Survey has exactly the same number of test items as there are objectives for the particular unit. If the unit has two objectives, then the Scene and Survey for the unit will each have two test items. The test items are numbered to correspond with the order of the stated objectives and the learning activities. Thus, the first test item on both the Scene and Survey evaluation instruments will assess the student's learning level according to the first objective of that unit. Likewise, the second test item will correspond to the second objective and the third test item would match the third objective of that unit.

3. *Resource Materials*—audio-visual materials, resource publications, commercial games, and organizations which may be helpful in teaching *Exploration of Retailing Careers*. All of these have not been suggested within the teacher's guide section. Resources are included that may be appropriate, but have not been reviewed to ascertain their relativity to this offering. It should be noted that there are many other materials which have been specifically omitted because they are not appropriate for this learning level or they are not acceptable for the marketing information content.

The *audio-visual materials* include 16mm films, filmstrips, slides, tapes, records, and transparencies. Films are identified as in color or black and white. Filmstrips are classified according to sound and color. If a filmstrip is in color, the word color will follow the filmstrip title. Otherwise, it is in black and white. If the word sound follows the filmstrip title, the filmstrip includes tapes and/or records. Otherwise, the filmstrip is silent. Tapes are identified as reel or cassette.

All of the Audio-Visual Materials are arranged in alphabetical order according to the material's title. Pertinent information about the material follows, as well as the resource name. If the title includes a series of materials, such as tapes or slides, specific individual titles are printed on succeeding pages under the resource's name. All audio-visual resources' names and addresses follow the materials listings for easy reference.

The *resource publications* include pamphlets, booklets, career briefs, comic books, books, and reference volumes. The title of a publication is listed in alphabetical order, followed by its publisher. If the publication is a series of units or briefs, a detailed list of specific titles follows the alphabetical listing. Those publications with detailed listings have been identified with an asterisk* after the resource's name.

The specific listings will be found on a succeeding page under the resource's name. Those alphabetical listings with the asterisks which have detailed listings on succeeding pages have the resource's address printed on that page rather than within the general alphabetical list.

Certain commercial games have been reviewed and used by teachers with their Pre-Vocational Distributive Education students. Some of these have

been recommended under Special Resources at the beginning of each unit. A comprehensive list of these has been included directly behind the specific publications lists.

In addition, some professional, business, and educational organizations have been identified with names and addresses to assist in the location of additional new materials. These have been listed in alphabetical order for easy reference.

It is not expected that every teacher will use all of the suggested learning activities and materials contained in this guide. Some course offerings are scheduled for twelve weeks; others continue for nine weeks. Class periods extend for different lengths of time. Teachers will develop activities and materials to better meet the needs of his/her students.

It is hoped that this curriculum guide will provide direction and assistance to the teacher. In addition, the teacher is encouraged to cover at least part of each unit, so that each student will develop an awareness of all phases of retailing. Major concepts, sets of learning activities, as well as a pretest and post-test item for each objective have been incorporated into each unit to assist in this task.

A teacher may decide to cover only a portion of a unit. In this case, he would work with the student on the information and materials corresponding to the first objective of that unit since this is the beginning or knowledge level. The first objective, its learning activities, and its test items must be covered before a student progresses to the second objective and its materials. Likewise, objectives one and two must be satisfied before a student attempts the learning activities and evaluation items corresponding to objective three.

One or more of the learning activities for an objective may be used. The group activities are specifically designed for a number of students. The individual activities, however, may be used with an entire class of students working independently or with one individual student on his own. Thus, a teacher might select one group and one individual activity to use with a class of students.

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RAPPING ABOUT RETAILING

(Unit Overview)

Competency

Awareness of the major marketing activities involved in all types of retail businesses and the role of the retailers in the flow of goods from the producer to the consumer.

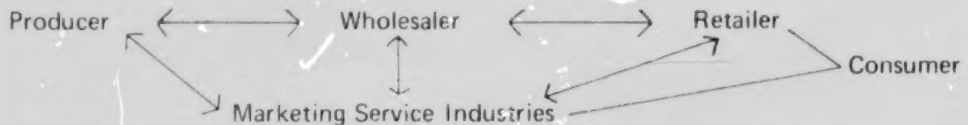
Objectives

1. Without assistance, the student will identify the major components in the channels of distribution and arrange them in the correct order to show the most frequently used channel with 80% accuracy. (knowledge)
2. Given fifteen descriptions of marketing terms including the eight major marketing activities, the student will supply the appropriate term for each description with 80% accuracy. (knowledge)
3. Given ten examples of retailing businesses and ten types of retail businesses, the student will match each type of retail business to its example with 80% accuracy. (comprehension)
4. Given ten retailing situations, the student will indicate which major marketing activities are involved in each case with 80% accuracy. (comprehension)

Concepts

1. A *consumer* is one who purchases goods and services for his use, not for resale to others.
2. Since it is not usually practical for a consumer to purchase products directly from its producer, the consumer generally purchases his goods from a retailer. A *retailer*, then, is a business which sells goods anywhere to the consumer.
3. Retailers may buy their goods to resell directly from the producer, from a wholesaler, or from a special agent or assembler.
4. All goods must first be produced. A *producer* may be an extractor (farming, fishing, mining), a converter (oil, iron, sugar), or a manufacturer (cars, appliances, furniture).
5. A *wholesaler* often acts as a middleman in distributing goods between the producer and the retailer.
6. Sometimes an *agent* or *assembler* represents several producers in getting products from the producers to the wholesalers and retailers.

7. *Marketing Service Industries* buy from and sell to all kinds of businesses, as well as to consumers. These businesses (such as transportation and insurance) sell services that are needed or desired by consumers and businesses.
8. The various ways in which products are distributed from the producers to the consumers are known as the *channels of distribution*. The most frequently used channel is:



Goods flow from the producer to the wholesaler, the wholesaler to the retailer, and the retailer to the consumer. Marketing services are involved throughout the distribution process.

9. *Marketing* includes all the activities involved in acquiring and distributing goods and services for production, processing, business use, or personal consumption.
10. *Distribution* includes all the marketing activities which occur in the merchandising and supplying of goods and services.
11. Eight major marketing activities or functions are involved in the marketing of all goods and services by all businesses:

marketing research—involves the gathering of information so the marketing managers can make sound decisions and solve marketing problems.

standardization and grading—involves setting values or limits for the goods and services, as well as the inspection and labeling to check conformity.

buying—supplies a business with the necessary materials needed for its use or resale to another business or consumers.

selling—the process of assisting or persuading a customer to make a wise buying decision through personal contact or sales promotion materials.

transportation—provides the service of physically moving property and people from location to another.

storage—provides the time and space necessary to house merchandise until it is needed for industrial purposes or distribution to consumers.

risks are possibilities of financial loss to people or property by unforeseen or uncontrollable factors.

finance—deals with funds necessary for business operations and customer purchases.

12. *Management* serves as the coordinator of all marketing activities and personnel within a business.

13. Many marketing career opportunities are available within all fifteen types of retail businesses:

Auction—displays and sells goods one at a time to an audience (gallery) such as a resort gallery, antique gallery, automobile exchange.

Automatic Vendor—machines displaying, storing, and dispensing items, such as candy, cokes, and cosmetics.

Convenience Store—neighborhood business specializing in low-priced, frequently bought items, such as foodstuffs, health and beauty aids.

Department Store—large businesses which house a large selection of many kinds of specialty goods, such as Sears, Penneys, and Wards.

Discount Store—offers a variety of merchandise at reduced prices, such as J.M. Fields, K-Mart, and Zayres.

Door-to-Door—products sold by salesmen periodically calling at homes, such as Fuller Brush, Amway Products, Avon Cosmetics.

General Store—handles an assortment of less expensive merchandise, as well as supply community services for mail and gatherings.

Itinerant—moving business which makes regular routes through a certain area of the city, such as milkman and ice cream vendor.

Mail Order—promotes and distributes merchandise by mail, such as book and record clubs, novelty catalogs.

Personal Services—provide special services to person or his property, such as dry-cleaning, appliance repairs, or car washes.

Roadside—open business accessible from highways, such as service stations, automobile dealers, fruit/vegetable stands.

Single-line Store—offer one line of merchandise, such as shoes, jewelry, and cosmetics.

Specialty Store—complete assortment of merchandise including fashion and staple goods for one type of merchandise, such as clothing, furniture.

Supermarket—sells a variety of foodstuffs including meats, produce, bakery, and dairy items.

Variety Store—self-service business offering a selection of less expensive dry goods, such as Woolworth's, Murphy's, McCrory's.

14. Divisions or departments within retail businesses may incorporate several marketing functions or specialize in only part of one marketing function:

Buying—buying, standardization, marketing research
Shipping and Receiving—storage, transportation, standardization
Sales Promotion—specialized selling methods
Personal Selling—selling involving customer contact
Customer Service—all marketing functions
Credit and Control—finance, risk
Management—all marketing functions

Equipment

1. Overhead projector, projection screen, chalkboard.
2. Filmstrip projector, 16 mm film projector, slide projector.
3. Cassette tape recorder, record player.

Materials

1. Films: "Marketing as a Career"
"Tell It Like It Is"
2. Filmstrips: "Discovery"
"Job Opportunities Now"
3. Slides: "The World of Marketing and Distribution"
"Your Future in Retailing"
4. *Career Opportunities: Marketing, Business, and Office Specialists*
5. *Careers Briefs, Careers Publications*
6. *Careers and Opportunities in Retailing*
7. *Careers in Retailing*
8. *Channels of Distribution*
9. *Discovery: Career Log, Scholastic*
10. *Encyclopedia of Careers and Vocational Guidance*
11. *Food Retailing May Be The Career For You*
12. *Job Scene: Retail Salesclerk*
13. *The Marketing Story*
14. *Occupations and Careers*
15. *Opportunity in Retailing*
16. *Popeye and Careers Comic Books*
17. *Working in a Store*

18. *Your Future in Retailing*

19. *Your Job in Distribution*

Supplies

1. Posterboard, Construction Paper, White Paper.
2. Glue, tape, scissors, rulers, felt tip pens.
3. Magazines, newspapers, journals, telephone directories.

Resources

1. Student Handouts #1-11
2. Commercial Games: Park and Shop
Shopping Center
Store, by Thom McAn

THE RETAILING SCENE – KEY

1. Answers must be in the following order:

- | | | |
|---------------------------------|---------------|-------------|
| 1. Producer | 2. Wholesaler | 3. Retailer |
| 4. Marketing Service Industries | | 5. Consumer |

A score of 4 or 80% accuracy on this test item will satisfy objective #1.

2. The following marketing terms should be given:

- | | | |
|---------------|--------------|---------------------|
| 1. Wholesaler | 6. Buying | 11. Selling |
| 2. Producer | 7. Marketing | 12. Service |
| 3. Retailer | 8. Risk | 13. Management |
| 4. Consumer | 9. Storage | 14. Transportation |
| 5. Research | 10. Finance | 15. Standardization |

If the student achieves a score of 12 correct answers or 80% accuracy, he will have demonstrated adequate proficiency on objective #2.

3. The businesses should be identified as follows:

- | | |
|----------------------|------------------------|
| 1. Department Store | 6. Door-to-Door Vendor |
| 2. Supermarket | 7. Roadside Business |
| 3. Specialty Store | 8. Itinerant Vendor |
| 4. Convenience Store | 9. Discount Store |
| 5. Single-line Store | 10. Variety Store |

Eight (8) correct answers or 80% accuracy on this evaluation item by the student will show satisfactory understanding of objective #3.

4. The marketing situations involved the following marketing activities:

- | | |
|-----------------------|----------------|
| 1. Marketing Research | 6. Storage |
| 2. Standardization | 7. Risk |
| 3. Buying | 8. Finance |
| 4. Selling | 9. Selling |
| 5. Transportation | 10. Management |

If the student answers 8 situations correctly for 80% accuracy on this measurement item, he will have exhibited acceptable performance for objective #4.

THE RETAILING SURVEY – KEY

1. Answers must be in the following order:

- | | | |
|---------------------------------|---------------|-------------|
| 1. Producer | 2. Wholesaler | 3. Retailer |
| 4. Marketing Service Industries | | 5. Consumer |

If the student accurately identifies 4 of the 5 components in the above question, he will have displayed sufficient knowledge for objective #1.

2. The following marketing terms should be given:

- | | | |
|---------------|--------------|---------------------|
| 1. Wholesaler | 6. Buying | 11. Selling |
| 2. Producer | 7. Marketing | 12. Service |
| 3. Retailer | 8. Risk | 13. Management |
| 4. Consumer | 9. Storage | 14. Transportation |
| 5. Research | 10. Finance | 15. Standardization |

A score of twelve correct answers for 80% accuracy on this test item by the student will show satisfactory accomplishment for objective #2.

3. The businesses should be identified as follows:

- | | |
|------|-------|
| 1. f | 6. c |
| 2. a | 7. d |
| 3. g | 8. e |
| 4. b | 9. i |
| 5. h | 10. j |

When the student attains 8 correct answers or 80% proficiency, he will have indicated the necessary understanding for objective #3.

4. The marketing situations involved the following marketing activities:

- | | |
|-----------------------|----------------|
| 1. Marketing Research | 6. Storage |
| 2. Standardization | 7. Risk |
| 3. Buying | 8. Finance |
| 4. Selling | 9. Selling |
| 5. Transportation | 10. Management |

After successfully completing 8 of the 10 situations above for 80% accuracy, the student will have demonstrated acceptable performance for objective #4.

LEARNING ACTIVITIES

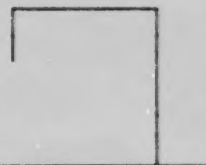
UNIT TITLE *Rapping About Retailing*

UNIT # 1

OBJECTIVE # 1

Group

1. Draw a hangman's noose on a chalkboard or overhead projector and twelve blank spaces to the left of the noose as shown in this sketch.



Divide the class into two teams and select a captain for each of them. Explain to the students that each team will alternate guessing letters which should be placed in the blanks to form a significant term that is involved with getting products from the producer to the consumer.

Flip a coin to see which team will begin. Alternate letting one student from each team guess a letter in the word. If a letter guessed is one found in the word "Distribution," write it in the correct blank space(s). If a letter is incorrectly guessed, place the letter under the twelve blank spaces and draw one part of the body beginning with the head.

When a letter is correctly identified, the same team may guess another letter letting another team player take his turn. The game is won when one of the teams guesses the last letter to complete the word. If neither team has identified the term before ten incorrect letters are guessed and ten parts of the body are drawn, neither team wins.

As the teams are guessing the letters, discuss the components in the channels of distribution and the order of the most frequently used path—producer, wholesaler, retailer, marketing services, and consumer.

2. Begin a class discussion with the group by asking: "How many of you have ever gone to a store to buy clothes, food, records, etc?" When students respond positively to the question, ask the students why they go to a store instead of the original producer, such as a manufacturer or farmer. Ask students how the businesses which sell them and their families goods get the products.

Discuss the major components of the channels of distribution and the most frequently used channel—producer to wholesaler, wholesaler to retailer, retailer to consumer. Explain that marketing service industries provide services to businesses throughout the channels as well as to consumers. Make a transparency of Student Handout #1: "Channels of Distribution—How We Get Our Goods."

Have each student write five sentences, one each for each of the components in the channels of distribution. Collect the papers and read samples of the sentences. Ask

students for examples of producers, wholesalers, retailers, and marketing service industries. Review the order of the most frequently used channel of distribution.

Individual

1. Give the student a copy of Student Handout #1: "Channels of Distribution—How We Get Our Goods." Explain to the student that the illustration shows the major components involved in the channel of distribution which is most frequently used. Discuss the meaning of each of the terms: producer, wholesaler, retailer, marketing service industry, and consumer.

Ask the student to collect pictures illustrating each of the components. Have him prepare a poster showing the most frequently used channel of distribution, using the collected pictures around the correct terms in the channel.

2. Review the major components found in the most frequently used channel of distribution. Give the student construction or poster paper, glue, scissors, ruler, string, coat hangers, and magic markers. Ask the student to build a mobile showing the five major components in the order in which they are involved within the most frequently used channel of distribution. Explain to the student that he may use different shapes and sizes, such as circles, squares, arrows, etc. Hang the mobile from the ceiling in the classroom.
3. Distribute a copy of Student Handout #2: "Components in the Channels of Distribution" to the student. Have him read the information and fill in the blanks on the page at the end of the material. When he has completed the questions, discuss the answers with him, reviewing the order of the components in the most frequently used channel.

Special Media

1. Films: "Marketing as a Career"
"Tell It Like It Is"
2. Filmstrips: "Discovery"
"Job Opportunities Now"
3. Slides: "The World of Marketing and Distribution"
"Your Future in Retailing"
4. *Career Opportunities: Marketing, Business, and Office Specialists*
5. *Careers Briefs, Careers Publications*
6. *Careers and Opportunities in Retailing*
7. *Careers in Retailing*
8. *Channels of Distribution*, pages 1-8
9. *The Marketing Story*, pages 2-7
10. *Your Job in Distribution*,

LEARNING ACTIVITIES

UNIT TITLE *Rapping About Retailing*

UNIT # 1

OBJECTIVE # 2

Group

1. Place the following list of marketing terms on the chalkboard or on the overhead projector:

Producer	Marketing	Selling
Wholesaler	Buying	Storage
Retailer	Marketing Research	Transportation
Consumer	Standardization	Marketing Finance
Marketing Services	Marketing Risk	Marketing Management

Explain to the students that you are going to give a clue for a marketing mystery term. State each of the following descriptions and add the phrase, "What am I?" Have the students guess the term. Discuss each term with the student and place a check next to it on the board after it has been correctly identified.

- I act as a middleman in distributing goods from the producer to the retailer or marketing service industry.
- I develop the original product as a farmer, manufacturer, etc.
- I sell merchandise directly to the individual consumer.
- I purchase goods for my personal use, not for resale to others.
- I gather information to assist in management decision-making.
- I supply a business with the necessary materials, machinery, merchandise, etc. needed for its use or resale.
- I am all the activities involved in acquiring and distributing goods and services for processing, business use, or personal consumption.
- I am the possibility of financial loss to persons or property by unforeseen or uncontrollable factors.
- I provide the time and space necessary to house merchandise until it is needed for industrial use or distribution.
- I deal with the funds necessary for a business' operation or a consumer's purchase.
- I assist or persuade a customer to make a wise buying decision.
- I buy goods from all kinds of businesses and sell services to businesses and consumers.

- I serve as a coordinator of all marketing activities.
 - I physically move people and property from one location to another.
 - I set the values or limits for goods and services, as well as label and inspect them for conformity to the values.
2. Explain the directions to the game activity in Student Handout #3: "Marketing Match," or give each student a copy of the rules. Review each of the marketing activities, emphasizing the meaning of each.

Individual

1. Distribute a copy of the Student Handout #4: "Making It In Marketing" to the student. Have him read the material and answer the questions at the end of each section. When he has completed the assignment, review his answers on the sheets. Emphasize the eight major marketing functions and that they take place in all kinds of businesses.
2. Give the student a copy of the Student Handout #5: "Marketing Crossword Puzzle" and have him complete it as directed. When he has completed the puzzle, check the answers with him explaining each term. Review the components in the channels of distribution and the order in which they are usually found. Explain the eight marketing functions and management giving examples of them in use.

Special Media

1. *Discovery: Career Log*, Scholastic
2. *Encyclopedia of Careers and Vocational Guidance*
3. *Food Retailing May Be The Career For You*
4. *Job Scene: Retail Salesclerk*
5. *The Marketing Story*, pages 7-16
6. *Occupations and Careers*
7. *Opportunity is Retailing*
8. *Popeye and Careers Comic Books*
9. *Your Job In Distribution*, pages 27-37

LEARNING ACTIVITIES

UNIT TITLE *Rapping About Retailing*

UNIT # 1

OBJECTIVE # 3

Group

1. Make a transparency of Student Handout #6: "Retail Shopping Square" and make copies of it for each of the students if possible. Write the following types of retail businesses on the chalkboard:

Auction	Door-to-Door Vendor	Roadside Business
Automatic Vendor	General Store	Single-Line Store
Convenience Store	Itinerant Vendor	Specialty Store
Department Store	Mail-Order House	Supermarket
Discount Store	Personal Services	Variety Store

Ask students to guess which type of retail business belongs with each of the illustrations. As each one is guessed, emphasize the distinguishing characteristics of that type of retail business and ask students to give other examples of it. Relate names of those found in your local or nearby communities when possible.

Some of the types of retail businesses are not illustrated in the handout, such as the itinerant vendor. Explain what each of these means and have students give examples of each of them. Select fifteen other examples of retail businesses, and let students guess which type of retailer they are.

2. Distribute a copy of the Student Handout #7: "Retailing Scramble" to each of the students. Allow them time to unscramble the letters and reveal the fifteen types of retail businesses. When the students have completed the puzzle, ask different students what they think each of the terms mean or give an example of that type of business. Emphasize the meaning of each type of business.

Assign each student one of the types of retail businesses. Provide them with copies of newspaper, telephone directories, and magazines. Give each student the rest of the class period to see how many names each can find for that type of business. When possible have the students cut out illustrations they find. Give each student a sheet of construction paper. Have them identify their type of retail business at the top. Have them arrange the names and illustrations of the businesses on the paper. Display all of them around the room and let the class circulate around the room looking at them.

Individual

1. Give the learner a copy of Student Handout #8: "Rapping About Retailing." Let the student study each of the types of retail businesses in the handout. Ask him to use the local telephone directory to find three examples of each type of business that are

not mentioned in the handout. For those which he may have difficulty finding in the directory, ask him to think about one he knows. Examples for an automatic vendor might be the ice cream truck in the neighborhood or the popcorn seller at a football game.

Review each of his examples with him and add to the list of examples that he has compiled. Emphasize that retailers are not only found in the local shopping center or downtown, but may sell to consumers at their home, by mail, or anywhere around the community.

2. Distribute a copy of the Student Handout #9: "Retailing Ramble" to the student. Have him complete the maze as directed and give one example of each type in the blanks provided. Remind the student that each type of retail business in the maze has a number with it which corresponds to the numbered blanks.

When the student has completed both the maze and the list of examples, review the path of the maze with him explaining the distinguishing characteristics of each of the types of retail businesses. Check his examples of retail businesses, making any necessary corrections. See if the student can supply one or two additional examples of each type of business after your explanation. Name one example for each type of retailer and see if the student can identify the type of retail business for reinforcement purposes.

Special Media

1. *Careers and Opportunities in Retailing*
2. *Careers in Retailing*
3. *Food Retailing May Be the Career For You*
4. *Opportunity is Retailing*
5. *Working in a Store*, pages 7-10
6. *Your Job in Distribution*, pages 40-49

LEARNING ACTIVITIES

UNIT TITLE *Rapping About Retailing*

UNIT # 1

OBJECTIVE # 4

Group

1. Explain the directions to the game activity in Student Handout #10: "Retailing Roundup," and give each student a copy, if possible. As stated in the handout, have each student submit nine questions—one for each of the marketing activities. Inform the students that the questions should pertain to activities within a retail business, rather than definitions for the marketing activities.
2. Develop descriptions of nine retailing activities centered around the nine marketing activities. Construct the activities around a central idea, such as a certain product or line of merchandise.

Write the nine marketing activities, including the eight major functions and management, on the chalkboard as shown below. Ask each of the students to write them on a piece of paper. Ask each student to rank each of the marketing terms according to its importance to a retail business from his point of view. Explain that a "1" would be placed in front of the marketing activity which he felt was most important, and a "9" would be written in the blank for the marketing activity which he considered the least important in a retail business.

___ MARKETING RESEARCH
___ BUYING
___ STANDARDIZATION
___ SELLING
___ STORAGE
___ TRANSPORTATION
___ FINANCE
___ MARKETING RISK
___ MANAGEMENT

Read each of the related nine retailing activities that you have developed. Have the students turn their papers over before you read them. Ask the students to rate the nine activities that you read. When they have completed rating the retailing activities, have the students compare their rankings with the first set. Were they the same? If some of them were different, why did they rank them differently?

Review the major marketing activities as they relate to the retail businesses. Show how some functions are emphasized or more evident in some retail establishments as compared to others. For example, the mail-order house places greater emphasis on transportation because of shipments sent to all its customers.

Individual

1. Provide the student with magazines that can be cut up, as well as old retailing trade journals, such as *Chain Store Age*. Have the student prepare a poster showing the marketing activities in action within retail businesses. Explain to the student that he is to find an illustration or sketch a scene in which each marketing activity takes place in a retail setting.

Tell the student to place a caption under each illustration or drawing to show the marketing activity which is depicted. Remind the student that the selling function may be demonstrated by a personal selling situation or sales promotion activity. If he wishes he may show both of them. Display the poster in the room.

2. Give the student a copy of the Student Handout #11: "Marketing Activities in Retailing" and have him complete each of the given descriptions by identifying the marketing activity that is involved. When he is finished, discuss each of the retailing situations with him clarifying any marketing activities about which he is not clear.

Special Media

1. *Working in a Store*, pages 11-14
2. *Your Future in Retailing*
3. *Your Job in Distribution*, pages 50-57

MERCHANDISE
MART
SHOWROOM



**BUYING
MERCHANDISE**

BUYING THE MERCHANDISE

(Unit Overview)

Competency

Ability to relate the buying occupations at each career level to the varied buying activities which occur within all types of retail businesses.

Objectives

1. Given the three major levels of career classifications, the student will name three retail buying positions for each of the career levels. (knowledge)
2. Given ten retail buying activities, the student will indicate which retail buying career is described in each of the activities with 80% accuracy. (comprehension)
3. Given the description of a retail buying situation, the student will predict which buying careers, decisions, and resources would be employed to effectively handle the situation with 75% accuracy. (application)

Concepts

1. Buying is the marketing function which supplies the retail business with merchandise for resale to consumers. Buying activities occur in all types and sizes of retail establishments.
2. The retail buying staff or department generally performs three of the eight major marketing functions: marketing research and standardization activities, as well as those of buying.
 - a. Marketing research activities involve the gathering of information concerning customer preferences, business trends, and general economic conditions in order to make wise buying decisions.
 - b. Standardization activities include the implementation and enforcement of the standards set by the management for the business' image and the type of merchandise it should carry. In some instances, the buyer or merchandise manager is responsible for actually developing standards for the merchandise sold by the business.
 - c. The buying staff is charged with inspecting and testing merchandise, as well as purchasing it.
3. All buying careers may be classified into one of the following levels:
 - a. *Entry Level*—beginning job with little skills or experience required
 - b. *Career Level*—position with developed skills and experience

- c. *Management/Specialist Level*—highly skilled and experienced careers including supervisory and executive personnel, as well as those who provide important information and consultation directly to them.
4. Some of the retail buying career opportunities available according to their career levels are:

Management/Specialist Career Level

- a. *Resident Buyer*—buys apparel, dry goods, general merchandise for retailers or wholesalers from his office located at a central market.
- b. *Merchandise Manager*—determines all merchandising policies, coordinates all merchandising activities, and consults with personnel in planning and implementing sales promotion campaigns for either a retail or wholesale business.
- c. *Head Buyer*—orders merchandise for a retailer or wholesaler for resale to consumers or a retailer.
- d. *Specialty Buyer*—orders merchandise for one type of merchandise carried by the business, such as sporting goods or women's dresses.
- e. *Dealer*—buys used or damaged goods for resale in a retail outlet or to an industrial firm for recycling.
- f. *Food Broker*—buys goods or services as an agent for independent grocers.
- g. *Marketing Research Analyst*—studies and interprets information gathered, makes recommendations about market conditions and business trends.

Advanced Career Level

- h. *Assistant Buyer*—assists the head buyer in determining what merchandise to order; communicates closely with the sales personnel.
- i. *Buyer Trainee*—assists the buyers and assistant buyers by providing information concerning stock turnover, oversees rotation of stock, and serves as a salesman or stockman.
- j. *Department Head*—works in a retail store, usually a supermarket, and orders items for that department, such as produce.
- k. *Marketing Research Trainee*—assists the marketing research analyst in reviewing and interpreting survey data from consumers.
- l. *Merchandise Distributor*—buys goods from a producer and handles sales, service, and promotion to retailers for a certain region of the country.
- m. *Salesman*—highly skilled in helping his customer choose the product for his needs, often items not frequently sold or very expensive.

Job Entry Career Level

- n. *Comparison Shopper*—investigates merchandise and promotional policies of a competitor's store or showroom.
 - o. *Product Tester/Sampler*—examines the product in performance or uses one of the senses (eyes, mouth, etc.) to determine the quality of a product.
 - p. *Groceryman*—oversees the operation of a department in a food store for stock, pricing and displays; may advance to department head.
 - q. *Stockman/Stock Clerk*—is responsible for unloading, arranging, and storing merchandise; may be promoted to sales or buying position.
 - r. *Salesperson/Sales Clerk*—assists the customer in selecting goods, handles the sale and bagging; may become a buyer trainee.
 - s. *Marketing Research Surveyor*—conducts a marketing research survey of consumers by telephone to determine interests or likes.
 - t. *Marketing Research Interviewer*—conducts a survey in person of consumers to discover their preferences.
5. Some large retail firms or chain stores have many personnel to handle the different buying activities. In smaller retail establishments, a single person (many times the manager as well) may perform all of the necessary buying activities. Thus, depending upon the type of business, the personnel may only be involved in part of the buying decisions.
6. Buying for the retail business involves four major buying decisions:
- a. *What to buy*—selection, quality, suitability of goods
 - b. *How much to buy*—large quantities, small lots, stock balance
 - c. *When to buy*—best time for purchase and receipt of merchandise
 - d. *Where to buy*—suppliers, buying offices, central markets, trade shows
7. The buying plan is the summary of decisions made concerning the purchase of merchandise for a business. It is based upon information that is assembled and analyzed by the buyer and/or merchandise manager. It includes what, how much, when, and where to buy merchandise. Buying plans in smaller businesses are usually prepared by buying personnel in that firm. In large chain organizations and franchises, the buying plan and many of the buying activities are handled at a central office.
8. In many businesses, such as supermarkets, most of the buying for the local store entails reordering of basic stock items. This may be performed by suppliers' salesmen or store department heads. The basic stock items are generally determined by the central office buying staff if the store is a part of a chain.

9. Various resources are used by the buying staff to develop a buying plan and ultimately purchase goods to satisfy customers' needs and wants:

- | | |
|--------------------------------|-------------------------------------|
| a. Sales records | g. Buyer's resource file |
| b. Customer want slips | h. Supplier's sales force |
| c. Trade publications | i. Business/economic trends |
| d. Company sales personnel | j. Advisory consumer panels |
| e. Comparison shopping studies | k. Current media information |
| f. Marketing research surveys | l. Product test or sampling results |

10. Different types of retail businesses have a tendency to use certain resources more than others. Some examples of businesses and the most frequently used resources are indicated below:

Department Stores

Sales records
Customer want slips
Buyer's resource file
Trade publications
Suppliers' sales forces
Advisory consumer panels
Shopping and research reports
Current media information
Product test or sampling results

Service Stations

Sales records
Suppliers' sales forces
Trade publications
Buyers' resource file
Service station operators

Mail-Order House

Sales records
Marketing research surveys
Trade publication
Current media information
Suppliers' sales forces
Product test or sampling results

Supermarket Chain Stores

Sales records
Buyer's resource files
Trade publications
Current media information
Suppliers' sales forces
Marketing research surveys
Company salespersons
Product test or sampling results
Business conditions and trends

Small Specialty Stores

Sales records
Store salespersons
Customer requests/want slips
Suppliers' sales forces
Trade publications
Comparison shopping

Door-to-Door Company

Sales records
Company salesman
Customer wants slips
Trade publications
Suppliers sales forces
Current media information
Buyer's resource file

Automatic Vendor

Sales records
Suppliers' sales forces
Current media information
Buyer's resource file
Trade publications
Product test or sampling results

Convenience Store

Sales records
Customer requests/want slips
Suppliers' sales forces
Buyer's resource file
Store salespersons
Current media information

11. Certain terms are used by retail buyers in ordering merchandise:

COD (Cash on Delivery) — merchandise must be paid for at the time it is received

EOM (End of the Month) — payment for merchandise is computed from the end of the month in which they are received

ROG (Receipt of Goods) — payment for merchandise is computed from the date on which the goods are received

2/10 N. 30 — payment for the merchandise must be made within 30 days of the invoice date or a 2% discount may be deducted from the due amount of it is paid within 10 days of the invoice date

Equipment

1. Overhead projector, 16 mm film projector, filmstrip projector
2. Slide projector, cassette tape recorder, record player

Materials

1. Films: "Fashion—The Career of Challenge"
"Is a Career in the Apparel Industry For You?"
2. Filmstrips: "Careers in Buying"
"Careers in Fashion and Textiles"
3. Slides: "Careers in the Department Store"
"Careers in Fashion"
4. Cassette Tapes: "Career Development Series—The Buyer"
5. Pamphlets: *Job Opportunities in Retailing*, J. C. Penney
Merchandise Management Trainee
6. *Career Opportunities: Marketing, Business, and Office Specialists*
7. *Dictionary of Occupational Titles*, Volume I
8. *Encyclopedia of Careers and Vocational Guidance*, Volume I
9. *Handbook of Job Facts*, Science Research Associates
10. *Occupations and Careers*, Webster/McGraw-Hill

11. *Occupational Briefs*, Science Research Associates
12. *Occupational Guidance Booklets*, Finney Company
13. *Occupational Outlook Handbook*, U.S. Department of Labor
14. *Widening Occupational Roles Work Briefs*, Science Research Associates

Supplies

1. Cassette or reel tapes, video tape
2. Construction paper, posterboard, white paper

Special Resources

1. Student Handouts #12-28
2. Commercial Games: "Dealer's Choice" and "Shopping Center"
3. Guest Speaker

THE RETAIL BUYING SCENE – KEY

1. Any two careers for each of the career levels are acceptable:

<i>Job Entry</i>	<i>Advanced Career</i>	<i>Management/Specialist</i>
Comparison Shopper	Assistant Buyer	Resident Buyer
Product Tester/Sampler	Buyer Trainee	Merchandise Manager
Salesclerk	Department Head	Head Buyer
Stockclerk	Marketing Research Trainee	Specialty Buyer
Groceryman	Merchandise Distributor	Dealer
Telephone Surveyor	Salesman	Food Broker
Personal Interviewer		Marketing Research Analyst

A total score of 9 correct answers, 3 for each career level, is satisfactory performance for objective #1.

2. The following retail buying careers should have been listed:

- | | |
|-------------------------------|-------------------------|
| a. Resident Buyer | f. Personal Interviewer |
| b. Department Head | g. Head Buyer |
| c. Merchandise Distributor | h. Product Tester |
| d. Specialty Buyer | i. Comparison Shopper |
| e. Marketing Research Analyst | j. Merchandise Manager |

If the student lists 8 careers correctly for 80% accuracy, he will have successfully completed objective #2.

3. The following careers, decisions, and resources should have been identified:

<i>Careers</i>	<i>Decisions</i>	<i>Resources</i>
Merchandise Manager	What to Buy	Sales Records
Head Buyer	How Much to Buy	Buyer's Resource File
Specialty Buyer		Trade Publications
Assistant Buyer		Customer Want Slips
Buyer Trainee		Suppliers Salesmen
		Current Media Information
		Research Survey Results
		Business/Economic Trends
		Company Salespeople

The student will achieve objective #3 when he provides 12 correct answers for 75% accuracy on this test item.

THE RETAIL BUYING SURVEY – KEY

1. Any 3 careers for each of the career levels are acceptable:

<i>Job Entry</i>	<i>Advanced Career</i>	<i>Management/Specialist</i>
Comparison Shopper	Assistant Buyer	Resident Buyer
Product Tester/Sampler	Buyer Trainee	Merchandise Manager
Salesclerk	Department Head	Head Buyer
Stockclerk	Marketing Research Trainee	Specialty Buyer
Groceryman	Merchandise Distributor	Dealer
Telephone Surveyor	Salesman	Food Broker
Personal Interviewer		Marketing Research Analyst

A total score of 9 correct answers, 3 for each career level, is satisfactory performance for objective #1.

2. The following buying careers should have been identified:

- | | |
|------------------------|-------------------------------|
| a. Merchandise Manager | f. Resident Buyer |
| b. Comparison Shopper | g. Department Head |
| c. Head Buyer | h. Assistant Buyer |
| d. Telephone Surveyor | i. Marketing Research Analyst |
| e. Sampler | j. Specialty Buyer |

The student will complete the criteria for objective #2 if he names 8 of the careers correctly for 80% accuracy.

3. The following careers, decisions, and resources should be listed:

<i>Careers</i>	<i>Decisions</i>	<i>Resources</i>
Merchandise Manager	What to Buy	Sales Records
Head Buyer	How Much to Buy	Buyer's Resource File
Specialty Buyer	When to Buy	Trade Publications
Assistant Buyer	Where to Buy	Customer Want Slips
		Suppliers' Salesmen
		Current Media Information
		Research Survey Results
		Business/Economic Trends
		Company Salespeople

The student will achieve objective #3 when he provides 12 correct answers for 75% accuracy on this test item.

LEARNING ACTIVITIES

UNIT TITLE *Buying the Merchandise*

UNIT # 2

OBJECTIVE # 1

Group

1. Give each student a copy of Student Handout #12: "Buyer's Bingo." Duplicate copies of both sheets, so that each student will have a gameboard. Have each student select the careers he wants in each column or prepare the set beforehand.

As an introductory activity, call out the career titles and have the students place the markers over the career title under the appropriate column. If the students have already covered the career titles and job descriptions in Student Handout #14: "Buying for the Retailer," you may want to read the job description. The student must then know the career title in order to place a marker on his card.

When the students have completed the game activity playing several games, discuss the various career titles with them. Ask students to develop five different career ladders in buying to show the different ways in which a person may progress from the job entry to management/specialist levels. More than one career may be included for each level since people usually are employed at more than one job in each level, especially the job entry and advanced careers.

2. Provide each student a copy of the Student Handout #13: "Buyer's Search." Make a transparency of the handout. Allow the students about ten minutes to find the careers. Show the transparency and have students alternate giving the location of the various career titles in the word search puzzle.

As the career titles are circled on the transparency, emphasize the career level of each and briefly cover the job function of each of them. Ask students what kinds of retail businesses would employ the different buying personnel.

Individual

1. Distribute the Student Handout #14: "Buying for the Retailer" to the student. Ask him to read the information and answer the review questions at the end of it. When he is finished, review the three career levels and examples of each. Discuss the four major buying decisions and the marketing functions performed by the buying personnel and/or department.

For reinforcement purposes, identify each of the career levels and ask the student to give you four examples of each. Review the different career ladders which may be taken in buying from the job entry to the management/specialist levels.

2. Give the learner a copy of the Student Handout #15: "Buyer's Brainteaser." Explain to the student that he must place four management/specialist buying careers in the left

two columns, four advanced careers in the middle two columns, and four job entry careers in the right two columns.

Remind him that there should be two careers in each row across, down, and diagonally if he finds the correct solution. When he is finished, review the solution with him. Ask him to identify at least two other buying careers for each of the career levels.

Special Media

1. Films: "Fashion—The Career of Challenge"
"Is a Career in the Apparel Industry For You?"
2. Filmstrips: "Careers in Buying"
"Careers in Fashion and Textiles"
3. Slides: "Careers in the Department Store"
"Careers in Fashion"
4. Cassette Tapes: "Career Development Series—The Buyer"
5. Pamphlets: *Job Opportunities in Retailing*, J.C. Penney
Merchandise Management Trainee
6. *Careers in Department Store Merchandising*, "The Buyer's Job-Buying," pages 51-62
and "The Merchandising Division," pages 40-50

LEARNING ACTIVITIES

UNIT TITLE *Buying the Merchandise*

UNIT # 2

OBJECTIVE # 2

Group

1. Divide the class into groups of four or five students. Give each student two slips of paper approximately 4" x 5". If possible, use construction or colored mimeograph paper. Write each of the buying career titles on the overhead projector or chalkboard.

Ask each student to write one of the career titles on one of the slips of paper and turn it over so that no one can see it. Then ask each student to write one word on the other side of the paper which could describe that buying job. Explain to the students that they may not use any word found in the career title.

Have one student in each group serve as a timer, alternating the role within the group. Have one member of each group begin by having the other group members guess his career title in one minute. Group members may ask any question which can be answered with a yes or no. The only catch is that once a member asks, "Is it the _____ career?" he must have guessed the right career or he is eliminated from the game. Students alternate asking questions, one at a time in a clockwise manner.

Students in the group take turns having their career guessed. When all the members have finished the first career, repeat the procedure for the second slip of paper. After all careers have been guessed, discuss each of the careers and ask students to reveal the descriptive words they chose for the career. Have them explain why they selected the word. Review each of the buying careers and the activities which each performs.

2. Divide the class into two teams. Select a team captain for each group. Write each of the buying career titles on two slips of paper and place them in two boxes. Have each team captain select a box. Flip a coin to see which goes first. Have each team captain appoint the order in which team members will roleplay. The captain of the team winning the toss begins the game.

He selects a slip of paper from the box and has one minute to study it. At the end of the minute he must give one clue word to his team members. They have ten seconds to guess the career. If they do not guess the career title, he gives another word and they have ten more seconds to guess the career title. The team has five chances with five clue words. If they do not guess the career, the other team has a chance to guess the word. The other team of course has an advantage of having heard the other clue words.

A timer should be appointed to keep track of the number of seconds each team accumulates. The team which has the lowest number of seconds to guess the career titles wins the game.

Individual

1. Give the student a copy of Student Handout #16: "Who's Who in the Buying Department." Ask him to read the information and complete the exercise at the end of handout. When he is finished, discuss the careers included. Review some of the others which are found in other departments or are found less frequently in businesses.
2. Provide the student with a copy of the Student Handout #17. "Buying Careers Puzzle" and have him complete it as directed. When he has completed the puzzle, discuss the various careers with him. Review any others which have been omitted. Emphasize that buying careers are found in all types of retail businesses.

Special Media

1. *Career Opportunities: Marketing, Business, and Office Specialists*
2. *Dictionary of Occupational Titles, Volume I*
3. *Encyclopedia of Careers and Vocational Guidance, Volume I*
4. *Handbook of Job Facts*, Science Research Associates
5. *Occupations and Careers*, Webster/McGraw-Hill
6. *Occupational Briefs*, Science Research Associates
7. *Occupational Guidance Booklets*, Finney Company
8. *Occupational Outlook Handbook*, U.S. Department of Labor
9. *Widening Occupational Roles Work Briefs*, Science Research Associates

LEARNING ACTIVITIES

UNIT TITLE *Buying the Merchandise*

UNIT # 2

OBJECTIVE # 3

Group

1. Divide the class into eight groups and designate each of them as the personnel for one of the following eight retail businesses:

Chain Department Store
Automatic Vendor
Service Station
Door-to-Door Company

Clothing Specialty Store
Mail-Order House
Supermarket Chain Store
Local Convenience Store

Supply each group examples of the various buying resources including the following student handouts:

Student Handout #19
Student Handout #20
Student Handout #21
Student Handout #22

Comparison Shopping Survey
Customer Want Slip
Buying Resource File Card
Sales Record

Have each group study and discuss the different resources which could be used by their business to determine what to buy. Allow each of the groups fifteen minutes to decide which resources are most likely to be used by that business. Have each group report to the rest of the class their conclusions. Discuss each business with the groups and explain why certain resources are used more frequently by the different retailers.

Review the four major buying decisions with the class and describe the activities and personnel involved in each situation.

2. Provide each student with copies of the following student handouts, one at a time. Have each student complete them one at a time. Review each of the buying exercises with the group before proceeding to the next handout. Distribute each of the following handouts:

Student Handout #23
Student Handout #24
Student Handout #25

Studying the Sales Report
Analysis of Want Slips
Completing a Purchase Order

When the students have completed all of the forms, discuss how each of them is involved in the buying process. Ask the students what aids or resources buyers can use to determine what to buy. Ask them if different businesses use some and not others. Discuss the various resources used by the different types of retailers.

Emphasize the four major buying decisions that a buyer must make and the importance of each. Give students examples of the buying decisions in various types of retail firms.

Individual

1. Give the student a copy of the Student Handout #18: "Buying Resources For Retailers." After he has read the information, discuss the various resources that may be used explaining the purpose of each and the types of retailers who are likely to use them. Show the student samples of some of them, including those in Student Handouts #19-#22.

When he has finished reviewing the examples, ask him what four major buying decisions must be made by every business. Illustrate the importance of each by giving examples of retailing situations with different types of retailers involved.

2. Provide the student with copies of Student Handouts #26: "Customer Want Slip-Camper Cold Storage" and #27: "Consumer Research Survey-Camper Cold Storage." Have the student read the handouts and complete them as directed. When he has finished the projects, discuss his results with him. Review the four major buying decisions and the various buying resources which may be used by different retailers.
3. Distribute Student Handout #28: "Ordering the Merchandise" to the learner and have him complete the assignment. When he has finished, ask the student to explain what buying decisions must be made and resources consulted before the purchase order can be made.

SHIPPING AND RECEIVING



SHIPPING AND RECEIVING

(Unit Overview)

Competency

Understanding of the roles which shipping and receiving personnel play in the flow of merchandise through a retail business.

Objectives

1. Given ten shipping and receiving career titles and their descriptions, the student will match each career title to its appropriate description with 80% accuracy. (knowledge)
2. Given five retail situations in the shipping and receiving department, the student will explain which careers and forms are involved in the situations with 80% accuracy. (comprehension)

Concepts

1. The shipping and receiving department of a retail business handles all merchandise entering and leaving the business, as well as the storing or stocking of it.
2. Receiving personnel check the incoming merchandise against the order and invoice to be certain the correct amounts, sizes, quality, etc., have been sent. They are also responsible for the unpacking, pressing, pricing, assembling, inventorying, and storing merchandise.
3. Shipping employees are charged with selecting, assembling, packing, and sending the correct merchandise ordered by customers. They must pack the products appropriately and choose the most suitable means of transportation available.
4. The shipping and receiving department usually encompasses the marketing functions of storage, transportation, and standardization. In some cases it may be involved in buying through orders of staple stock and selling through phone or mail orders.
5. All activities in the shipping and receiving department may be classified into five major areas:

Shipping—returning damaged merchandise to supplier, picking and packing merchandise for delivery or shipment to customers.

Receiving—unloading of delivered goods, inspection of number and condition of parcels, review of shipping methods and charges by supplier.

Checking—unpacking and inspection of incoming merchandise or review of outgoing orders for quantity, sizes, kind, quality, etc.

Marking—printing and attachment of merchandise tickets for goods and storage areas; assembling and preparing goods for selling or storage areas.

Stockkeeping—effective storage of merchandise in bins or on shelves, supply of needed merchandise to the selling area, inventory and inspection of merchandise in storage and selling areas.

6. Some of the retail shipping and receiving careers frequently found are:

- a. *Receiving Supervisor*—coordinates all receiving, inventorying, and storing activities of incoming merchandise.
- b. *Receiver*—checks all incoming merchandise against the purchase order and packing slip; sometimes called a receiving clerk.
- c. *Materials Handler*—transports products between the dock, receiving, shipping, and storage areas by hand or with equipment.
- d. *Checker*—inspects the incoming or outgoing merchandise for correct sizes, amounts, colors, quality, etc.
- e. *Marker*—prepares merchandise tickets for incoming goods and attaches the tickets to the products; sometimes makes shipping labels.
- f. *Stockman*—stores and arranges incoming merchandise, prepares bin tickets, and keeps the stock orderly.
- g. *Inventory Control Clerk*—checks merchandise in stockroom to determine amounts on hand, slow and fast moving items, storages, etc.
- h. *Merchandise Distributor*—serves as a liaison between the buying and shipping/receiving departments of branch or chain retailers by allocating goods to the various stores.
- i. *Merchandise Cataloguer*—responsible for identifying and classifying all merchandise received into an effective stock system for easy location.
- j. *Merchandise Detailer*—identifies and classifies specific types of incoming merchandise according to amounts, styles, sizes, colors, etc.
- k. *Stock Supervisor*—coordinates and directs all stockkeeping activities and personnel.
- l. *Order Dispatcher*—receives incoming orders by mail or telephone from customers desiring certain merchandise.
- m. *Shipping Supervisor*—coordinates all selection, packing, and distributing activities for outgoing merchandise.
- n. *Shipper*—checks the customer's order against the packing slip to be certain the correct merchandise is being sent.
- o. *Order Picker*—selects the outgoing merchandise from the shelves, bins, etc., which is to be packed and shipped.

- p. *Packer*—assembles merchandise to be shipped, selects an appropriate container, wraps and arranges the goods in the box, seals the box.
 - q. *Traffic Supervisor*—oversees all delivery activities; selects the best method of transportation to be used.
 - r. *Route Dispatcher*—assigns deliverymen the areas in which they will deliver merchandise to customers or commercial shipper.
 - s. *Deliveryman*—transports the retailer's merchandise from the business to the customer or a commercial carrier.
 - t. *Tracer*—communicates with customer, deliverymen, and commercial carriers regarding lost or damaged merchandise.
 - u. *Stockroom Manager*—supervises all shipping and receiving activities.
7. In large businesses all of the job titles may be involved. Some may become more specialized, such as telephone order dispatcher, loading checker, and shipping handler. In many smaller businesses, all or some of the job duties may be done by one person.
8. Some of the important forms and records involved in the shipping and receiving department are:
- a. *Purchase Order*—retailer's copy of merchandise that was ordered from a supplier, usually by a company buyer.
 - b. *Vendor's Invoice*—supplier's bill for merchandise shipped to the retailer according to the purchase order received.
 - c. *Packing Slip*—itemized paper in container showing contents shipped, including styles, colors, sizes, and quantities.
 - d. *Inventory Control Sheet*—form identifying price and characteristics of merchandise that is in stock.
 - e. *Stock Record Card*—current detailed information about the amounts of merchandise received, sold, and on hand by individual item.
 - f. *Merchandise Ticket*—small slip of paper providing information such as the price, style number, manufacturer, size, and date received.
 - g. *Bin Ticket*—marker affixed on storage shelves or bins which identify the merchandise stored in that area.
 - h. *Receiving Record*—report of date, quantities, descriptive details, and condition of incoming merchandise.
 - i. *Stock Requisition*—form used to authorize the removal of goods from the stockroom to the sales floor or shipping area.
 - j. *Bill of Lading*—contract agreement between the seller (shipper) and the carrier for the carrier to deliver goods to the buyer.

- k. *Shipping Record*—report of date, quantities, detailed characteristics, method of shipment, and carrier for outgoing goods.
- l. *Shipping Label*—identifying paper on the outside of a container packed with outgoing merchandise showing the buyer to whom it is being sent and the seller who is sending it.

Equipment

- 1. Overhead projector, chalkboard, bulletin board
- 2. Slide projector, 16 mm film projector

Materials

- 1. Film: "Tell It Like It Is"
- 2. Slides: "Your Future in Retailing"
- 3. *Career Briefs*, Careers Publications
- 4. *Career Opportunities: Marketing, Business, and Office Occupations*
- 5. *Career Booklets*, Institute of Research
- 6. *Dictionary of Occupational Titles*
- 7. *Encyclopedia of Careers and Vocational Guidance*, Volumes I and II
- 8. *Finding Your Job Series*, Finney Company
- 9. *Handbook of Job Facts*, Science Research Associates
- 10. *Occupational Briefs*, Chronicle Guidance
- 11. *Occupational Briefs*, Science Research Associates
- 12. *Occupational Guidance Booklets*, Finney Company
- 13. *Occupational Outlook Handbook*, U.S. Department of Labor
- 14. *Occupations and Careers*, Webster/McGraw-Hill
- 15. *Project Loom Units*, Florida State University
- 16. *Widening Occupational Roles Work Briefs*, Science Research Associates

Supplies

- 1. Posterboard, construction paper, white paper, merchandise tickets
- 2. Glue, scissors, masking tape, rulers, magic markers

Special Resources

- 1. Student Handouts #28-47
- 2. Commercial Games: 'Ad-Lib' 'RSVP'

THE SHIPPING AND RECEIVING SCENE — KEY

1. The following job titles should be identified:

- | | |
|----------------------|---------------------|
| 1. Receiver | 6. Order Picker |
| 2. Checker | 7. Marker |
| 3. Materials Handler | 8. Route Dispatcher |
| 4. Stockman | 9. Deliveryman |
| 5. Shipper | 10. Packer |

The student will demonstrate sufficient knowledge for objective #1 if he correctly identifies 8 of the job titles for 80% accuracy.

2. The career titles and forms involved in each situation are:

- | <i>Careers</i> | <i>Forms</i> |
|----------------|----------------------|
| a. Receiver | Receiving Report |
| b. Checker | Loss or Damage Claim |
| c. Marker | Merchandise Ticket |
| d. Stock Clerk | Stock Record Card |
| e. Shipper | Shipping Invoice |

If the student correctly identifies 8 of the careers and forms for 80% accuracy, he will have satisfied objective #2.

THE SHIPPING AND RECEIVING SURVEY – KEY

1. The following letters should be identified:

- | | |
|------|-------|
| 1. C | 6. J |
| 2. D | 7. E |
| 3. G | 8. I |
| 4. A | 9. B |
| 5. H | 10. F |

A score of 8 correct answers or 80% on this test item will demonstrate acceptable knowledge for objective #1.

2. The career titles and forms involved in each activity are:

<i>Careers</i>	<i>Forms</i>
a. Receiver	Bill of Lading
b. Checker	Packing Slip
c. Marker	Merchandise Ticket
d. Stock Clerk	Stock Requisition
e. Shipper	Shipping Record

The student will demonstrate satisfactory understanding of the careers and forms for objective #2 when he correctly identifies 8 of them for 80% accuracy.

LEARNING ACTIVITIES

UNIT TITLE *Shipping and Receiving*

UNIT # 3

OBJECTIVE # 1

Group

1. Ask the group if any of them knows anyone who works in a shipping and receiving department. Ask the group what they think the shipping and receiving responsibilities of retailers are. Discuss the five major areas of receiving, checking, marking, stocking, and shipping.

Distribute the Student Handout #29: "Careers in the Shipping and Receiving Department" to each student. After the students have read the information, have them complete the questions at the end of the material. Review the questions and the careers.

2. After you have covered the information in handout #29, write the five major areas or steps in the shipping and receiving department on the chalkboard. Divide the class into five groups. Ask each group to prepare a short skit of less than five minutes concerning the personnel in the area which you have assigned them.

Ask students to show in their skit how their area relates to the other four. Call on the groups to present their skits according to the flow of activities in the shipping and receiving department: receiving, checking, marking, stocking, and shipping. Have the class critique each group's skit. Review the various careers that are involved in each area.

Individual

1. Give the learner a copy of the Student Handout #29 and allow him time to read it and answer the questions at the end. When he has completed it, review the careers with him. Discuss the role that each of them plays in the flow of merchandise into and out of the retailer's business.

Let the pupil complete the Student Handout #31: "Shipping and Receiving Overview." When he has matched all of the items, check his answers and clarify any items he does not understand. Explain to the student that many retailers have small shipping-receiving departments. Tell him that the six major careers are: receiver, checker, marker, stock clerk, shipper, and the shipping-receiving manager. Relate to him that very small stores have all activities done by one person and large chain stores have full staffs with a number of people handling one activity.

2. Provide the student with a copy of Student Handout #30: "Major Activities in Shipping and Receiving." Ask him to read the handout and complete the questions at the end. When he has finished the questions, discuss his answers with him.

Provide the learner with a copy of Student Handout #32: "Steps, Activities, and Careers in Shipping and Receiving." Ask the student to write the five major areas in order in the circles. To the right of them, ask him to name two activities which occur in that area. Have the student write one career title which can be found in that area of the shipping and receiving department. Discuss his responses with him.

3. Give the student a copy of the Student Handout #33: "Is Experience the Best Teacher?" Ask him to study the shipping and receiving situation and decide what he would do if he were the Merchandise Cataloguer, Mark Fleming.
4. Obtain samples of merchandise tickets if possible to illustrate those in Student Handout #34: "Marking Merchandise." Discuss the various types of tickets with the student. Have him read the information in the handout and complete the activity following the ticket explanation. Review his answers with him.

Special Media

1. Film: "Tell It Like It Is"
2. Slides: "Your Future in Retailing"
3. *Career Briefs*, Careers Publications
4. *Career Opportunities: Marketing, Business, and Office Occupations*
5. *Careers Booklets*, Institute of Research
6. *Dictionary of Occupational Titles*
7. *Encyclopedia of Careers and Vocational Guidance*, Volumes I and II
8. *Finding Your Job Series*, Finney Company
9. *Handbook of Job Facts*, Science Research Associates

LEARNING ACTIVITIES

UNIT TITLE *Shipping and Receiving*

UNIT # 3

OBJECTIVE # 2

Group

1. Obtain samples of shipping and receiving forms or duplicate copies of the forms in Student Handouts #40-47. Create a bulletin board with the forms showing where they are involved in the flow of goods in the shipping and receiving department. Illustrate the careers within the major five areas, depicting how the forms are used.

Discuss the forms with the students, explaining the importance of each. Give each student a copy of the Student Handout #36: "Flow of Activities" and have everyone study it. When the students are finished, give each one of them a sheet of colored construction paper approximately 12" x 18" and have them complete the project following the flow chart. Display the chart around the room and let students evaluate them. Discuss the activities which should have been placed under each step.

2. After the students have covered the information in handout #36, establish five areas in the classroom—one for each of the major steps or areas in the shipping and receiving department. Using the forms in Student Handouts #40-47, distribute appropriate copies of each to the areas. Collect easily obtained items for the products in the shipping and receiving simulation.

Divide the class into five groups and assign each group and area. Have students in each group select a career in that area, so that all careers are included for that area. Explain the flow of a group of merchandise which you have selected from the time it arrives until it is delivered to a customer. Write any necessary information on the board or create a handout similar to handout #39.

Allow each group five minutes to recreate or simulate the activities that would be involved in that area. After five minutes, rotate the groups to another station area. Continue rotating students through areas until all five groups have been through each area.

Individual

1. Give the learner a copy of the Student Handout #35: "Shipping and Receiving Forms" and have him study the information. When he has read the material, ask him to complete the activity which follows it. Review the responses which he gives, emphasizing the forms and the personnel who use them.
2. Provide the student with the Student Handout #37: "Who, What, and Where in the Shipping and Receiving Department." Ask the student to study the careers and forms and decide in which of the five areas each belongs. Have him place that corresponding

letter in a blank of that area's box. Remind him that some letters will be used more than once because some forms are involved in more than one area.

3. After the student has covered the information about forms in the previous handouts, give him a copy of the Student Handout #38: "Shipping and Receiving-Forms and Careers." Explain to the student that he is to decide which career personnel use which forms and place an "X" in the appropriate boxes. Review his decisions with him after he has completed the exercise. Relate to him how each job title uses the form in performing his tasks.
4. Provide the student with the following handouts:

Student Handout #39 – Case Problem

#40 – Invoice

#41 – Packing Slip

#42 – Receiving Report

#43 – Loss or Damage Claim

#44 – Stock Record Card

#45 – Price Tickets

#46 – Stock Requisition

#47 – Inventory Report

Discuss the information contained in Student Handout #39: "Case Problem" and have the student complete the other handouts using the information given. Review each of the handout forms with him when he has finished and relate each form to the careers in the shipping and receiving department.

Special Media

1. *Occupational Briefs*, Chronicle Guidance
2. *Occupational Briefs*, Science Research Associates
3. *Occupational Guidance Booklets*, Finney Company
4. *Occupational Outlook Handbook*, U.S. Department of Labor
5. *Occupations and Careers*, Webster/McGraw-Hill
6. *Project Loom Units*, Florida State University
7. *Widening Occupational Roles Work Briefs*, Science Research Associates



SALES PROMOTION

SALES PROMOTION

(Unit Overview)

Competency

Ability to relate the activities which sales promotion personnel perform to the sales promotion methods which may be employed to inform or persuade a customer to buy a particular product from a specific retail business.

Objectives

1. Given four major areas of sales promotion, the student will identify three sales promotion careers found within each of the four areas. (knowledge)
2. Given ten sales promotion activities in retailing, the student will identify the sales promotion career involved in each activity and distinguish its career level with 75% accuracy. (comprehension)
3. Given a product to be promoted for a particular retail business, the student will indicate four sales promotion methods which would be appropriate for the given situation and two sales promotion careers that could be involved in employing each method with 75% accuracy. (application)

Concepts

1. Selling is the process of assisting or persuading a customer to make a wise buying decision to meet his needs or wants for a good or service.
2. Personal selling involves a direct face-to-face or telephone contact with a customer to assist him in making his buying decision.
3. In a retail business, sales promotion supplements personal selling of products by the use of special methods to inform and persuade prospective customers to buy a particular product from a specific business.
4. Sales promotion includes four major areas of advertising, display, special promotional techniques, and public relations/publicity.
 - a. *Advertising* is any paid form of non-personal presentation of ideas, goods, or services by printed or audio-visual means for an identified sponsor. Advertising methods or media used include radio, television, newspapers, direct mail, billboards, and handbills.
 - b. *Display* is any means of visually showing merchandise, often as they would be used, within or around a business to attract customers' attention and create interest in buying the displayed goods. Methods of display include window, counter, floor, wall, ledge, ceiling, island, and point-of-purchase displays.

- c. *Special promotion techniques* are used during a sales promotion campaign to create extra attention or interest in the product and/or business. Often planned and prepared by advertising personnel, the special promotional methods or techniques used include contests, samples, demonstrations, fashion shows, trading stamps, coupons, sweepstakes, and exhibits.
 - d. *Public relations and publicity* are any means used to develop a favorable public image of a business or create goodwill. Some methods or activities include news releases, sponsoring local youth teams or clubs, supporting community events, and the like.
5. Most sales promotion careers are classified as nonpersonal selling. In a few cases, the sales promotion personnel do directly contact the customer and actually close a sale. Such people include a sample distributor, a product demonstrator, and a fashion model. Since these people are generally not a part of a retail business' personal sales force, they are included within the sales promotion unit.
 6. Many interesting advertising careers are available within retailing:
 - Advertising Analyst*—obtains information about various advertising costs, compares volume of advertising done by competitors, prepares reports on merchandise before and after advertising
 - Advertising Man*—plans advertising program for a business and its products in conjunction with the sales manager; develops such items as brochures, handbills, etc.; in smaller businesses serves as the liaison with an advertising agency for development of the necessary promotional plans
 - Advertising Manager*—coordinates and supervises all advertising activities and personnel for the business, purchases advertising time and space with advertising media for the business
 - Announcer*—provides the audience of prospective customers with information about the products or business on radio or television
 - Copywriter*—obtains the necessary information about the products or business and prepares the original copy for an advertisement
 - Illustrator*—creates a picture or design to favorably show a product or the business described in the copy of an advertisement
 - Layout Man*—assembles all of an advertisement's parts into attention-getting, attractive presentation for a product or business
 - Production Man*—compares final copy prepared by the layout man with the finished printed advertisement to detect and correct any errors
 - Production Manager*—puts the finishing touches on margins, borders, and typefaces; coordinates activities of the copywriter, illustrator, and ad layout man; submits final copy for printing

Proofreader—compares the final copy of an ad, story, article, etc., with the finished printed product to detect and correct any errors

7. The display department within a retail business offers a variety of career opportunities:

Assembler—designs, develops, and constructs special displays, such as point-of-purchase displays, props, and trimmings

Designer—creates and plans the displays on a drawing board based upon information from the display manager and sales personnel

Display Assistant—orders materials and supplies for the display man; keeps an inventory of all props, trimmings, tools, etc.; checks display signs and cards for accuracy

Display Man—arranges the merchandise and props into an attractive design as created by the designer; in smaller businesses he may assume the roles of the designer, technician, trimmer, and the sign writer

Display Manager—coordinates and supervises display activities in conjunction with other departments in displaying the merchandise

Sign Writer—creates by hand or machine any necessary display showcards, posters, signs, or other visual promotional aids

Technician—prepares and cleans the display area, gathers or returns the necessary merchandise, selects the necessary props needed

Trimmer—adds the back drops, floor coverings, and other display accessories requested by the display man; assists the display man with displays that are difficult to create by one person

8. Many large retail businesses have specialists who engage in special sales promotion techniques:

Fashion Coordinator—promotes new fashions and coordinates promotional activities, such as fashion shows, in conjunction with the buying selling, and other sales promotion departments

Fashion Model—shows the details and features of a garment by wearing it and explaining its design, fabric, and prices to customers

Product Demonstrator—illustrates a product in use to groups of prospective customers and sometimes closes the sale for the goods

Sales Promoter—plans and coordinates special promotional campaigns using such techniques as samples, demonstrations, and contests

Sample Distributor—explains the unique features of a product and gives small free sizes of the product to customers to try

9. Many public relations and publicity activities within the retail business are handled by salespersons, customer service personnel, and the management. Frequently, branch and retail chains hire a number of highly-trained public relations and publicity personnel to develop a well-organized, efficient public relations program. Some of them are:

Public Relations Man—plans and promotes programs to favorably promote publicity and goodwill for a business

Publicity Agent—arranges for the needed space in newspapers, magazines, billboards, etc. and time on radio or television

Publicity Director—supervises and coordinates all public relations and publicity activities in conjunction with the other sales promotion departments and the management

Publicity Writer—prepares news or human interest stories concerning company activities, personnel, or sponsored events

Reporter—gathers information about special events and happenings and prepares news releases for radio, television, and newspapers

10. People who begin in one area of sales promotion often transfer or advance into another. Some sales promotion personnel enter from the personal sales force or customer service areas. Listed below are a few of the personal selling and customer service careers which often serve as career avenues into the sales promotion field. These will be covered in detail in the succeeding two units, but are included in the sales promotion career ladder below to provide a clearer view of the career progression available in sales promotion:

Job Entry		
Stock Clerk	Technician	Sign Writer
Copywriter	Customer Service Clerk	Trimmer
Publicity Writer	Information Clerk	Display Assistant
Illustrator	Production Man	Fashion Model
Proofreader	Sales Clerk	Reporter
Advanced Career		
Product Demonstrator	Display Man	Sample Distributor
Display Designer	Publicity Agent	Display Assembler
Layout Man	Production Manager	Announcer
Management/Specialist		
Advertising Analyst	Advertising Man	Advertising Manager
Display Manager	Fashion Coordinator	Publicity Director
Sales Promoter	Public Relations Man	Promotion Director

11. In some smaller businesses, the manager assumes many of the sales promotion responsibilities. Often, he hires professionals through an agency for special promotions. Frequently, he uses the services of the sales promotion specialists who work for the newspapers, radio and television stations, etc. where he buys advertising time and space.
12. Some terms have special significance in sales promotion:

Advertising

Copy—the written message of the advertisement which describes the product or service.

Illustration—the picture(s), drawings, and/or sketches included in the advertisement.

Headline—the first written line in the ad which attracts the reader's attention.

White Space—a blank space not occupied with any other item.

Signature Plate—the name of the advertiser and usually his address.

Media—channels of communication such as newspapers, magazines, radio, and television

Display

Background Materials—background scenes, surfaces, wall treatments, etc.

Props—fixtures, mannequins, and other equipment which support the merchandise.

Merchandise Units—major merchandise items to be displayed.

Merchandise Accessories—items related to the major merchandise which help to show it off.

Floor Covering—carpet, tile, sand, water or other treatment which relates to the merchandise on display or help to make it more attractive.

Show Cards and Price Tickets—information cards or tickets for the merchandise on display.

Equipment

1. Overhead projector, chalkboard, bulletin board
2. Filmstrip projector, 16 mm film projector, slide projector
3. Video Tape recorder, record player, cassette tape recorder

Materials

1. Film: "Ad-Ventures"

2. Filmstrips: "Art Careers in Advertising":
 "Career Exploration: Persuasive Interest"
 "Careers in Illustration"
 "Writing Careers in Advertising"
3. Cassette Tapes: "Career Development Series"—Broadcaster, Reporter
 "Careers Unlimited Series"—Advertising, Broadcasting
4. Slides: "Your Future in Retailing"
5. *Advertising: A Career of Action and Variety*
6. *Career Opportunities*, New York Life Insurance
7. *Career Opportunities: Marketing, Business, and Office Occupations*
8. *Career World Magazine*
9. *Careers Briefs*, Careers Publications, Inc.
10. *Consider a Career in Public Relations*, Chronicle Guidance Publications
11. *Dictionary of Occupational Titles*, Volumes I and II
12. *Distributive Career Series*, Fairchild Publications
13. *Encyclopedia of Careers and Vocational Guidance*
14. *Finding Your Job Booklets*, Finney Company
15. *Jobs in Advertising*
16. *Modeling Careers: Glamour and Hard Work*
17. *Occupational Briefs*, Chronicle Guidance Publications
18. *Occupational Briefs*, Science Research Associates
19. *Occupational Guidance Booklets*, Finney Company
20. *Occupational Guide Series*, California Department of Employment
21. *Occupational Outlook Handbook*, U.S. Department of Labor
22. *Occupations and Careers*, Webster/McGraw-Hill
23. *Opportunity in Retailing*, National Retail Merchants Association
24. *Project Loom Units*, Florida State University
25. *Vocational Guidance Manuals*, Universal Publishing Corporation
26. *What Job For Me Book Series*, Webster/McGraw-Hill
27. *Widening Occupational Roles Work Briefs*, Science Research Associates
28. *Working In a Store*, Fairchild Publications

Supplies

1. Posterboard, construction paper, white paper, magic markers, tapes
2. Rulers, glue, scissors, tape, thumb tacks, magazines, newspapers

Special Resources

1. Student Handouts #48-52
2. Commercial Games: "Ad-Lib"

LEARNING ACTIVITIES

UNIT TITLE *Sales Promotion*

UNIT # 4

OBJECTIVE # 1

Group

1. Schedule a field trip to a local shopping center or mall. Contact managers of the stores in the shopping area and inform them about the purpose of your group's field trip. Ask the managers to explain how they use various sales promotion methods, formally or informally, to promote products and their business. Ask them to explain the various retail sales promotion careers there. Ask the manager of a large department or variety store to take the students on a tour throughout the store explaining how the eight major marketing activities are carried out in his business.

Have each student select a topic for research. Some possible research projects that could be selected are: (1) Review of the various types of displays found in the different stores; (2) Sources used by different businesses for sales promotion campaigns—own staff, advertising agencies, etc.; (3) Personnel employed by the businesses in the sales promotion function including numbers, experience, responsibilities; (4) Sales Promotion methods used—newspaper, television, radio, coupons, trading stamps, fashion shows, etc.; (5) Types of retail stores or establishments that are located in the shopping area—department, variety, specialty, supermarket, single-line, etc.; (6) Kinds of customers who patronize the various stores—motivated by price, service, brands, etc.

While you are on the field trip, take slides of the various stores, the displays used, the personnel representing the various marketing functions, selling situations, etc. Use these slides throughout the course to review and reinforce various marketing activities covered.

When you return from the field trip, have each of the students complete a copy of Special Activity Sheet #6: "Career Trip." In addition, ask each student to tell the group about his topic results by an oral or written report, poster, display, or other suitable means.

2. Divide the class into groups of four or five. Have each group prepare a skit around one of the sales promotion methods. Tell each student to assume the part of a promotion career which would be involved with the particular sales promotion method selected by the group.

Allow each group about ten minutes to draft their skit for presentation to the class. Skits should be three to five minutes in length. After each group has presented its skit, ask the other groups to identify the sales promotion methods and careers which were involved. The groups could serve as teams, competing for points. Each correctly identified career or method could be valued at one point each.

Individual

1. Give the student a copy of the Student Handout #48: "Sales Promotion Careers" and have him read the information on the careers and methods. When he is finished, ask him if he can name four careers found in each of the four sales promotion areas of advertising, display, special techniques, and publicity. Have him complete the questions at the end of the reading material in the handout and review it with him.
2. Provide the learner with Student Handout #49: "Sales Promotion Stumper." Explain to the student that he will form the cross by connecting twelve of the circles with one continuous line. Emphasize that the twelve circles include three careers each for the four sales promotion areas.

After he has completed the puzzle, ask him to write the four sales promotion areas on the back of his paper and list the three careers in each sales promotion area that were included in solving the puzzle. Check his listings and review all of the careers in each of the areas.

Special Media

1. Film: "Ad-Ventures"
2. Filmstrips: "Art Careers in Advertising"
"Career Exploration: Persuasive Interest"
"Careers in Illustration"
"Writing Careers in Advertising"
3. Cassette Tapes: "Career Development Series"—Broadcaster, Reporter
"Careers Unlimited Series"—Advertising, Broadcasting
4. Slides: "Your Future in Retailing"
5. *Career Opportunities*, New York Life Insurance
6. *Career Opportunities: Marketing, Business, and Office Occupations*
7. *Career World Magazine*
8. *Career Briefs*, Careers Publications, Inc.
9. *Consider a Career in Public Relations*, Chronicle Guidance Publications
10. *Dictionary of Occupational Titles*, Volumes I and II
11. *Distributive Career Series*, Fairchild Publications
12. *Encyclopedia of Careers and Vocational Guidance*
13. *Finding Your Job Booklets*, Finney Company

LEARNING ACTIVITIES

UNIT TITLE *Sales Promotion*

UNIT # 4

OBJECTIVE # 2

Group

1. After you have covered the material included in Student Handout #48, have each student select a promotion career of interest to him for each of the three major career levels—job entry, advanced, and management/specialist. Have each student select career titles from the list contained in the above handout. Ask each student to select one of the following statements for each of his chosen careers, so that he has a different statement for each of them:

I find it very easy to get along with all kinds of people.

The quality of my written work is always very neat and accurate.

I dress in a very neat and fashionable way.

My self-control and confidence have been developed through perseverance.

I have a great deal of imagination and creative ability.

My educational background includes a four-year college degree.

I have foresight in seeing what needs to be done.

Paperwork at a desk is what I enjoy doing most.

I have an outstanding speaking voice and vocabulary.

My interest and enthusiasm have furthered my career.

Explain to each student that you want them to write a character sketch of each of the three careers they have selected. Each of them should be written from the standpoint of the statement that was selected. When all of the students have completed their character sketches, have each student exchange sketches with another student. Let the students question each other. Rotate around the room and select some sketches for students to read. Have students identify the careers in the character sketches, the management level of the career, and a brief explanation of the job duties. Review some other career titles, job descriptions, and career level classifications that were included in the Student Handout.

2. Read the explanation given in Special Activity #10: "Personality of the Day" and give each student a copy of the Special Activity #11: "Personality Questionnaire" to complete. Have a list of the sales promotion careers and their career levels on the chalkboard, overhead projector, or bulletin board. Place the picture (or the student's name if you don't have his picture) behind a portable screen or map if possible. Read some clues about him from his questionnaire and have the students guess who he is. After his identity is guessed, reveal the picture and have him take the seat of honor, possibly the teacher's desk. Review the career titles and their levels. Ask the class to decide which sales promotion career personality that should be.

Individual

1. Give the student a copy of the Student Handout #50: "Promotions in Sales Promotion" and have him study the various sales promotion jobs and their career levels. When he has reviewed them, have him complete the attached exercise on sales promotion activities, identifying the sales promotion careers and their levels in the blanks provided. Discuss his answers with him when he has done the assignment.
2. Assign the student an advertising project in which he will collect samples of different types of advertising, such as: newspaper and magazine ads, handbills, brochures, match covers, pencils, etc. Have him review a radio spot and television commercial. Obtain space around school—in the hallways, library, guidance, etc.—have the student display the materials including a title that relates advertising careers. Such a title might be: "Career Activities of Advertising Workers." If possible, find illustrations of people in the various advertising careers. Display these with the career titles around the ad materials.

Review the career levels of the advertising workers with the student as well as those in other areas of sales promotion. Discuss how the sales promotion areas and careers are related in a campaign.

3. Obtain a small display area within the school, such as in the corridor or near the bookstore. Ask the student to select a small product that he owns and can bring to school. Explain to him that he is going to assume the roles of display personnel by creating a small display. Discuss with him the order in which the people become involved beginning with the display manager, then the display designer, and so on.

Ask the student to jot down a list of things that he will need to do and in the order that they will need to be done. Ask him to identify what display personnel he will be representing when he performs these tasks. Provide him with supplies and materials. Borrow some from a local business or Distributive Education coordinator if necessary.

Have the student identify the career levels of each display persons as well as those of other sales promotion people with whom he might come in contact. Emphasize the importance of the sales promotion team including all areas of sales promotion and personnel, including the career levels of the jobs.

Special Media

1. *Occupational Briefs*, Chronicle Guidance Publications
2. *Occupational Briefs*, Science Research Associates
3. *Occupational Guidance Booklets*, Finney Company
4. *Occupational Guide Series*, California Department of Employment
5. *Occupational Outlook Handbook*, U.S. Department of Labor

LEARNING ACTIVITIES

UNIT TITLE *Sales Promotion*

UNIT # 4

OBJECTIVE # 3

Group

1. Divide the class into four sales promotion teams, one for each of these four types of businesses: small specialty shop, department store, supermarket, and a service station. Each group may select a product or service which they plan to sell and promote. Each group will have a sales promoter, advertising manager, display manager, publicity director plus other advertising and display personnel depending on the number of students.

Explain to the groups that each of them should include samples, illustrations, demonstrations, etc. for all sales promotion areas. Obtain a video tape recorder for students to prepare short television commercials. Secure several reel or cassette tape recorders for students to tape radio spots. Refer to the supplies list at the beginning of this unit, so students can prepare such things as small billboard, catalogs, brochures, sales manuals, product packages or labels, newspaper or magazine advertisements, etc. Students may carry out a project individually or the group may work on some of them together. A television commercial, for example, will most likely take more than one student.

When the groups have completed their sales programs, have each member of a group explain a phase of the program. The advertising manager might show a television commercial; the sales promoter might explain a contest; the display manager might build a display. Emphasize to students the various roles which they performed. Include others which may not have been involved and classify each of them as advertising, display, special techniques, and publicity.

Discuss the various methods that were selected by the students for each of the businesses and whether they were appropriate. Emphasize the differences between the types of promotion that would be used by businesses—small and large, local or national, independent or chains.

2. Distribute copies of the Student Handout #51: "Sales Promotion Challenge" or explain the directions to the students. Include questions which pertain to the sales promotion methods and careers most effective for different types of businesses. Include questions covering department stores, specialty shops, variety stores, supermarkets, service stations, mail-order houses, and door-to-door companies.

After the game activity, review the various sales promotion methods which are most frequently used by the different types of retailers and the sales promotion careers which are involved. Emphasize that in many instances the career responsibilities are performed by a manager of a retail business and salespersons, rather than by specialized sales promotion personnel.

Individual

1. Give the learner a copy of Student Handout #52: "Sales Promotion for Retailers" and have him read the information. After reading the material, ask him to complete the activity following it. When he has completed the assignment, discuss the different types of businesses that are listed and the types of sales promotion methods they most frequently use. Review the sales promotion careers that would be involved in each type of sales promotion method.
2. Ask the student to bring a shoe box or some other small cardboard box to class. Accumulate the following materials: construction paper, glue, scissors, tape, magic markers, crayons, posterboard, paper dolls, small jewelry boxes, miniature furniture and cars. Many of them he can bring from home, as well as other things which may be needed.

Ask the student to pick a kind of business of interest to him and a product carried by that business. Explain to the student that he will assume the roles of all display workers that would be involved in creating a display. Discuss with him the order in which the display workers would become involved beginning with the display manager and the display designer. Question him so that he arrives at conclusions, such as: (1) the display manager decides what will be displayed in conjunction with other department managers; (2) the display designer plans the display on paper; (3) the display technician cleans and prepares the display area.

Ask the student to explain which types of displays he feels would be most effective for the product his retailer would promote and why. Have him decide which other types of sales promotion methods could be used by his type of retailer for the particular product. Discuss other types of retailers and the types of sales promotion methods that are used most often. Review the kinds of sales promotion careers involved in performing the various sales promotion activities.

3. Obtain the following equipment, materials, and supplies: tape recorder and tapes; video tape recorder and video tapes; typewriter; signpress or lettering kit; white paper 8½" x 11", rulers, glue, scissors, pencils, crayons, magic markers, felt tip pens, masking tape, scotch tape, old magazines and newspapers, construction paper, posterboard.

Ask the student to select a business and a product of interest to him. If possible, it should be the same as for the display project above. Explain to the student that he is going to develop a sales promotion campaign including advertising, sales promotion techniques, and public relations or publicity. Have him create an advertisement of his choice: newspaper or magazine advertisement, 1 minute radio spot, 1 minute television commercial, a small billboard, or a flyer. Ask him to create a plan for a special promotional technique, such as: samples, coupons, fashion shows, product demonstration, or contest. Have him prepare a news release about the business, either as a newspaper story or as a radio or television feature.

Discuss with the student throughout the project the types of sales promotion methods that would be best for the type of retailer he chose. Review other types of businesses and the kinds of sales promotion that are usually most effective for them.

Special Media

1. *Careers in Depth Series*, Richards Rosen Press, Inc.
 "Your Future in Advertising" "Your Future in Public Relations"
2. *Careers Briefs*, Careers Publications
 "Advertising Workers" "Display Man" "Proofreader"
 "Public Relations Man" "Sales Promotion Manager"
3. *Career Publication*, Guidance Centre, "Advertising Copywriter"
4. *Occupations and Careers*, Webster/McGraw-Hill
5. *Opportunity in Retailing*, National Retail Merchants Association
6. *Project Loom Units*, Florida State University
7. *Vocational Guidance Manuals*, Universal Publishing Corporation
8. *What Job For Me Book Series*, Webster/McGraw-Hill
9. *Widening Occupational Roles Work Briefs*, Science Research Associates
10. *Working in a Store*, Fairchild Publications, "Display Assistant"

SALES PROMOTION SCENE — KEY

1. Any of the following sales promotion careers may be identified:

<i>Advertising Media</i>	<i>Merchandise Displays</i>	<i>Special Techniques</i>
Advertising Analyst	Assembler	Fashion Coordinator
Advertising Man	Designer	Fashion Model
Advertising Manager	Display Assistant	Product Demonstrator
Announcer	Display Man	Sales Promoter
Copywriter	Display Manager	Sample Distributor
Illustrator	Sign Writer	
Layout Man	Technician	<i>Publicity/Goodwill</i>
Production Man	Trimmer	Public Relations Man
Production Manager		Publicity Agent
		Publicity Director
		Publicity Writer

The student will satisfy objective # 1 when he can identify three sales promotion careers in each of the four areas for a total of 12 sales promotion careers.

2. The following career titles and career levels should be identified:

a. Advertising Manager	M	f. Trimmer	A
b. Copywriter	E	g. Fashion Coordinator	M
c. Layout Man	A	h. Sales Promoter	M
d. Designer	A	i. Fashion Model	E
e. Signwriter	E	j. Publicity Agent	A

If the student answers 15 of the items correctly for 75% accuracy, he will have satisfied objective #2.

3. Four of the following methods and two of their related careers should have been recommended:

<i>Methods</i>	<i>Careers</i>
Newspaper Ad	Ad Man, Copywriter, Illustrator, Layout Man, Advertising Manager, Production Manager, Production Man, and Proofreader
Displays (window, interior)	Display Man, Technician, Trimmer, Designer, Assembler, Assistant, Manager, Signwriter
Contest	Sales Promoter, Promotion Director, Copywriter, Signwriter, Display Assembler
Radio Spots	Announcer, Copywriter, Proofreader, Ad Man
Direct Mail	Ad Man, Advertising Manager, Copywriter, Proofreader

If the student correctly recommends 3 of the 4 requested methods and identifies 6 careers (2 for each method) or a total of 9 correct answers, the student will have demonstrated adequate proficiency for objective #3.

SALES PROMOTION SURVEY – KEY

1. Any of the following sales promotion careers may be identified:

<i>Advertising Media</i>	<i>Merchandise Displays</i>	<i>Special Techniques</i>
Advertising Analyst	Assembler	Fashion Coordinator
Advertising Man	Designer	Fashion Model
Advertising Manager	Display Assistant	Product Demonstrator
Announcer	Display Man	Sales Promoter
Copywriter	Display Manager	Sample Distributor
Illustrator	Sign Writer	
Layout Man	Technician	<i>Publicity/Goodwill</i>
Production Man	Trimmer	Public Relations Man
Production Manager		Publicity Agent
		Publicity Director
		Publicity Writer

The student will satisfy objective # 1 when he can identify three sales promotion careers in each of the four areas for a total of 12 sales promotion careers.

2. The following career titles and career levels should be identified:

1. Sales Promoter	M	6. Publicity Agent	A
2. Display Designer	A	7. Announcer	A
3. Display Man	A	8. Copywriter	E
4. Display Trimmer	E	9. Illustrator	E
5. P R Man	M	10. Layout Man	A

If the student receives a score of 15 correct answers for 75% accuracy, he will have satisfactorily completed objective #2.

3. Four of the following methods and two of their related careers should have been recommended:

<i>Methods</i>	<i>Careers</i>
Newspaper Ad	Ad Man, Copywriter, Illustrator, Layout Man, Advertising Manager, Production Manager, Production Man, and Proofreader
Displays (window, interior)	Display Man, Technician, Trimmer, Designer, Assembler, Assistant, Manager, Signwriter
Contest	Sales Promoter, Promotion Director, Copywriter, Signwriter, Display Assembler
Radio Spots	Announcer, Copywriter, Proofreader, Ad Man
Direct Mail	Ad Man, Advertising Manager, Copywriter, Proofreader

If the student correctly recommends 3 of the 4 requested methods and identifies 6 careers (2 for each method) or a total of 9 correct answers, the student will have demonstrated adequate proficiency for objective #3.



PERSONAL SELLING

PERSONAL SELLING

(Unit Overview)

Competency

Ability to relate the various personal selling careers and steps in the selling process to the different types of retail businesses.

Objectives

1. Given the three major levels of career development, the student will name four personal selling careers for each career level with 75% accuracy. (knowledge)
2. Given ten steps in the personal selling process, the student will arrange them in the sequential order that they would occur with 80% accuracy. (comprehension)
3. Given retail selling situations for three different types of retail businesses, the student will select an appropriate sales force for them with 75% accuracy. (application)

Concepts

1. Selling is an essential link between the retailer of goods and the consumer. Selling is the process of assisting or persuading a customer to make a wise buying decision to meet his needs or wants for a good or service.
2. Personal selling involves a direct face-to-face or telephone contact with a customer during the sales process.
3. Many retailing career opportunities are available in personal selling for people who provide information about the product and actually conduct the sale.
4. Top retail executives and managers, including buyers, merchandise managers, and company presidents, usually begin their careers in personal selling.
5. Some of the personal selling careers in retailing according to their career levels are:

Job Entry

Cashier

Works for a retailer or marketing service industry by handling the exchange of money for a good or service by cash or credit.

Salesclerk

Hired by a retail store to assist customers who do not need in-depth merchandise information and demonstration and thereby serve many customers, often for frequently bought items or lower-priced goods.

Service Station Attendant	Provides service to motor vehicles for sale of gasoline, motor oil, and accessories to customers.
Stockclerk	Arranges, straightens, and prices merchandise on the sales floor; assists customers in selecting and locating merchandise.
Vending Machine Operator	Delivers and services vending machines on a regular basis; handles customer suggestions and complaints.

Advanced Career

Auctioneer	Provides information about merchandise to a group of customers, opens and closes offers (bids) made to buy.
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Counterman	Assists customers in determining goods (usually parts) that are needed, obtains the merchandise from the stockroom, and may ring up the sale.
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Head Cashier	Trains new cashiers, assigns registers, break time, takes readings of sales on registers, checks and records each cashier's performance.
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Outside Salesman	Sells goods for a retailer to individual customers in the home or place of business, rather than within the store.
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Routeman	Sells and delivers merchandise from a truck to customers in a certain area on a regular basis.
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Salesman	Employed by a store to provide creative salesmanship in the demonstration and explanation of a product to customers for products which are not frequently bought or which are expensively priced.
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Utility Man	Handles pricing, stocking, and inventory of supermarket items on the floor and operates a cash register when necessary.
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Management/Specialist

Department Manager	Coordinates all activities and personnel for a specific type of merchandise in a retail store.
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Floor Superintendent	Supervises a group of section managers for a floor in a large department store.
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General Manager	Top executive of a retail business who supervises and coordinates all activities and personnel within the business.
Route Supervisor	Oversees all activities of the sale and delivery of goods to customers.
Sales Manager	Hires, fires, trains, and supervises all sales personnel for the business; participates in planning sales promotion activities.
Section Manager	Supervises selling activities and services for an assigned area of the store.

6. An effective salesman takes ten steps in satisfying his customer and completing the sale:

Prospecting	process of seeking and finding possible customers.
Preapproach	procedure of obtaining information about your prospect and product.
Approach	greeting the customer and opening the sale.
Determining Needs	finding out how, for what, and by whom the product is to be used.
Presenting Merchandise	explaining and showing the product as it would be used.
Overcoming Objections	emphasizing the benefits of the product and services of the seller.
Closing Sale	bringing the customer to a positive buying decision.
Plus Selling	attempting to sell the customer higher quality or additional goods.
Closing	completing the sales transaction by writing a sales slip, ringing up a sale, etc.
Follow-Up	contacting the customer at a later date to determine his satisfaction and offer additional service.

7. During the selling process, the customer proceeds through four major steps in satisfying his wants or needs by purchasing a product or service. These psychological steps of a sale are:

Attention	customer becomes aware of the product or service
Interest	customer wants to know more about the goods or service
Desire	customer wants or needs the product or service
Action	customer indicates he will buy the goods or service

8. Different types of retail businesses employ certain sales personnel depending upon the way in which they sell to a customer. A mail-order house, for example, would not need a cashier or salesclerk. A small sporting goods store would not have an outside salesman or auctioneer.

Equipment

1. Filmstrip projector, 16 mm projector, cassette tape recorder
2. Overhead projector, projection screen, bulletin board, chalkboard

Materials

1. Films: "Careers in Sales" "Is a Sales Career For You?"
"Careers-Sales" "Opportunities in Sales and Merchandising"
2. Filmstrips: "Selling as a Career" "Career Game"
"Career Exploration: Persuasive Interest"
3. Slides: "Careers in Food Merchandising" "Careers in Home Furnishings"
"Careers in Service Stations" "Occupations in Supermarkets"
4. Cassette Tapes: "American Occupations" Series, Jasper Ewing
"Career Development" Series, Imperial Films
"Careers Unlimited" Series, Classroom Productions
"Imperial Interviews," Jasper Ewing
5. *Career Opportunities*, New York Life Insurance
6. *Career Opportunities: Marketing, Business, and Office Occupations*
7. *Career World Magazine*
8. *Careers Briefs*, Careers Publications, Inc.
9. *Concise Handbook of Occupations*, J. G. Fergeson Publishing Co.
10. *Dictionary of Occupational Titles*, Volumes I and II
11. *Encyclopedia of Careers and Vocational Guidance*
12. *Finding Your Job Booklets*, Finney Company
13. *Handbook of Job Facts*, Science Research Associates

14. *Helen Greene, Department Store Worker*, Follett Educational Corporation
15. *New Look in Service Stations (Service Station Attendant)*, Chronicle Guidance
16. *Occupational Briefs*, Chronicle Guidance Publications
17. *Occupational Briefs*, Science Research Associates
18. *Occupational Guidance Booklets*, Finney Company
19. *Occupational Guide Series*, California Department of Employment
20. *Occupational Outlook Handbook*, U.S. Department of Labor
21. *Occupations and Careers*, Webster/McGraw-Hill
22. *Opportunity in Retailing*, National Retail Merchants Association
23. *Project Loom Units*, Florida State University
24. *Vocational Guidance Manuals*, Universal Publishing Corporation
25. *What Job For Me Book Series*, Webster/McGraw-Hill
26. *Widening Occupational Roles Work Briefs*, Science Research Associates
27. *Working in a Store*, Fairchild Publications

Supplies

1. Posterboard, construction paper, white paper, magic markers, tapes
2. Rulers, glue, scissors, tape, thumb tacks, magazines, newspapers

Special Resources

1. Student Handouts #53-62
2. Commercial Games: "Auctioneer" and "Masterpiece"

THE PERSONAL SELLING SCENE — KEY

1. These personal selling careers in retailing may have been identified:

Job Entry

Cashier
Salesclerk
Service Station Attendant
Stockclerk
Vending Machine Operator

Advanced Career

Auctioneer	Department Manager
Counterman	Floor Superintendent
Head Cashier	General Manager
Outside Salesman	Merchandising Manager
Routeman	Route Supervisor
Salesman	Sales Manager
Utility Man	Section Manager

When the student can provide 3 career titles for each level for a total of 9 careers, he will have satisfied objective #1.

2. These ten steps in personal selling should be identified in the order listed below:

- | | |
|---------------------------|--------------------------|
| 1. Prospecting | 6. Overcoming Objections |
| 2. Preapproach | 7. Closing Sale |
| 3. Approach | 8. Plus Selling |
| 4. Determining Needs | 9. Closing Mechanics |
| 5. Presenting Merchandise | 10. Followup |

The student will achieve objective #2 when he lists 8 steps in the correct order for 80% accuracy.

3. The following sales force personnel would be found in these firms:

Convenience Store

Cashier
General Manager

Independent Supermarket

Cashier
Head Cashier
Utility Man
General Manager

Large Department Store

Cashier
Salesclerk
Stockclerk
Salesman
Department Manager
Floor Superintendent
General Manager
Merchandise Manager
Sales Manager
Section Manager

If the student correctly names 12 of the 16 careers for 75% accuracy, he will have demonstrated proficiency for objective #3.

THE PERSONAL SELLING SURVEY – KEY

1. These personal selling careers in retailing may have been identified:

<i>Job Entry</i>	<i>Advanced Career</i>	
Cashier	Auctioneer	Department Manager
Salesclerk	Counterperson	Floor Superintendent
Service Station Attendant	Head Cashier	General Manager
Stockclerk	Outside Salesman	Merchandising Manager
Vending Machine Operator	Routeman	Route Supervisor
	Salesman	Sales Manager
	Utility Man	Section Manager

When the student can provide 3 career titles for each level for a total of 9 careers, he will have satisfied objective #1.

2. These ten steps in personal selling should be identified in the order listed below:

- | | |
|---------------------------|--------------------------|
| 1. Prospecting | 6. Overcoming Objections |
| 2. Preapproach | 7. Closing Sale |
| 3. Approach | 8. Plus Selling |
| 4. Determining Needs | 9. Closing Mechanics |
| 5. Presenting Merchandise | 10. Followup |

The student will achieve objective #2 when he lists 8 steps in the correct order for 80% accuracy.

3. The following sales force personnel would be found in these firms:

<i>Service Station</i>	<i>Large Department Store</i>
Service Station Attendant	Cashier
General Manager	Salesclerk
	Stockclerk
<i>Independent Supermarket</i>	Salesman
Cashier	Department Manager
Head Cashier	Floor Superintendent
Utility Man	General Manager
General Manager	Merchandise Manager
	Sales Manager
	Section Manager

If the student correctly names 12 of the 16 careers for 75% accuracy, he will have demonstrated proficiency for objective #3.

LEARNING ACTIVITIES

UNIT TITLE *Personal Selling*

UNIT # 5

OBJECTIVE # 1

Group

1. Give each student a copy of Student Handout #53: "Personal Selling Please" and give the group about fifteen minutes to guess the career titles. After about fifteen minutes, ask students to reveal the different career titles they have uncoded. After each title have students explain what they think that person does. Provide an explanation of each before going on to the next one.
2. Obtain copies of career reference books, including the *Dictionary of Occupational Titles*, *Encyclopedia of Careers and Vocational Guidance*, *Occupational Outlook Handbook*, and *Handbook of Job Facts*. Make a Sales Career Chart showing each of the personal selling careers by their career level and place it on the bulletin board.

Give each student a copy of the Special Activity Sheet #2: "Career Exploration Chart." Have each student select one of the career titles to investigate. Have each student complete the career exploration chart. Back them with different colored pieces of construction paper and display them around the room. Have each student give a two minute review of each career, including the career title and career level at the beginning and ending of his review.

Individual

1. Provide the learner with a copy of Student Handout #54: "Retail Careers in Personal Selling" and have him study the information in the handout. After he has read the material, ask him to complete the Sales Overview following it. Review the answers to the completion items and the sales career titles and levels with him.
2. Give the student a copy of Student Handout #55: "Situations in Selling." Have him complete the handout. Explain to him that there are no right or wrong answers. When he has finished the exercise, discuss the situations with him. Relate other selling careers and their levels to him. Emphasize that retail selling positions include many kinds of jobs, not just the department store salesclerk that most people know.

Special Media

1. Films: "Careers in Sales" "Is a Sales Career For You?"
2. Filmstrip: "Selling as a Career"

LEARNING ACTIVITIES

UNIT TITLE *Personal Selling*

UNIT # 5

OBJECTIVE # 2

Group

1. Distribute copies of the Student Handout #56: "Make the Sale in the Retail Scene" to each student. Allow them about ten minutes to find their way through the maze from the salesman to the satisfied customer. If possible, make an overhead transparency of the maze.

Alternate asking students to identify the steps in order as they are performed in personal selling and found in the maze. As each step is told, ask students to explain what they think is meant by each one. Explain to the students that these steps apply to all personal selling in retail businesses. Emphasize that although prospecting is probably exercised less frequently in retail stores, it probably should be done more by sales people. Tell students that some prospecting is achieved through advertising to gain attention of possible customers.

2. Provide each student with a copy of the Student Handout #57: "Selling Spiral." Have each student complete the puzzle as directed. Remind them that the steps are in order beginning with the first description.

After students have completed the puzzle, ask them to think of a sales situation in a retail business of interest to them. Ask each student to select one of the ten steps and write a short paragraph describing the step in that situation. Call on various students to read their paragraphs. Have others in the group guess the personal selling step involved and the type of retail business.

3. Write the ten steps in personal selling on the chalkboard or overhead projector, as shown below. Ask each student to write a number from 1-10 next to each step on a piece of paper. Explain that the number one should be placed next to the step which the student feels is most important in completing the sale, number ten next to the step he feels is least important. After each student has written the steps and a number for each on a piece of paper, have students divide into groups of four to six to discuss their responses. Have each group select a discussion leader. Ask the students to see if they can arrive at a common ranking of the steps within their group. Ask each group leader to report the group's results to the class.

Prospecting
Preapproach
Approach
Determining Needs
Presenting Merchandise

Overcoming Objections
Closing Sale
Plus Selling
Closing Mechanics
Follow-up

Individual

1. Give the student a copy of the Student Handout #58: "Satisfying Steps in Selling." Have him study the information about the steps in selling, sales supporting activities, and job duties of key sales personnel. When he has finished, discuss a salesman's activities including the steps of a sale. Use a situation to explain the ten steps that an effective salesman performs.

Ask the student to complete the exercises following the information. When he has completed each part, review them with him. Emphasize the different activities a salesman performs and the order in which the ten steps of a sale are performed.

2. Provide the student with a copy of the Student Handout #59: "Personal Selling Puzzler." Remind the student that the scrambled letters form the ten steps of a sale in the order which they occur. After the student has completed the puzzle, discuss each of the steps giving examples of them in practice.

Special Media

1. Cassette Tapes: "American Occupations" Series, Jasper Ewing and Sons (Auto Parts Counterperson, Auto Salesman, Cashier, Retail Trade Salesworkers, Routemen)
2. *Career Briefs*, Careers Publications
3. *Career Opportunities: Marketing, Business, and Office Occupations*
4. *Careers Booklets*, Institute of Research
5. *Dictionary of Occupational Titles*
6. *Encyclopedia of Careers and Vocational Guidance*, Volumes I and II
7. *Finding Your Job Series*, Finney Company
8. *Handbook of Job Facts*, Science Research Associates
9. *Occupational Briefs*, Chronicle Guidance
10. *Occupational Briefs*, Science Research Associates
11. *Occupational Guidance Booklets*, Finney Company
12. *Working in a Store*, "Cashier" "Salesperson" "Stock Clerk"

LEARNING ACTIVITIES

UNIT TITLE *Personal Selling*

UNIT # 5

OBJECTIVE # 3

Group

1. Have each student take out a slip of paper. Tell the group they are going to participate in a game activity called "Sales Stop." Explain to the students that they will be timed for one minute. During this time ask them to write down all the careers that could be found in a department store.

At the end of one minute, divide the students into pairs. Allow the pairs two minutes to compare answers and compile a list of the sales careers. Call "stop" and place students into groups of four. Have these students compare answers for four minutes. At the end of four minutes, call "stop" to end the game. Have each group select a recorder to write the career titles in personal selling for department stores on the chalkboard.

Have the class check the career titles and pick the winning sales team. Discuss other types of retail businesses and the sales forces that they would employ. Include supermarkets, specialty shops, convenience stores, door-to-door retailers, automatic vendors.

2. Give each student a copy of Student Handout #60: "Career CBA's" or explain the rules to the group. Have each student prepare 5 sets of questions, one each for five different types of retailers. Since each set contains three questions, one each for careers, businesses, and activities, it would be helpful to put the questions in each set on three different colored pieces of paper.

Play the game as directed. When it is over, review the different types of retail businesses and the personal selling careers that would be found in each of them.

3. Divide the class into pairs and have students alternate as customer and salesman. Allow them fifteen minutes to practice. When the time is up, split the class into two teams, so that each pair remains on the same team. Flip a coin to see which team will go first. Have the first pair of that team present one of their sales situations within one or two minutes. The opposing team has thirty seconds to collaborate and tell the personal selling career title and for whom he works in the situation that was enacted. If the team is correct, they earn one point.

If that team does not answer correctly, the team whose players acted may guess the career and business. If they are correct, they receive one point and continue their turn in guessing a sales situation represented by a pair from the opposing team. If they were incorrect in guessing the career and business missed by the opposing team, they still receive their regular turn and are not penalized for missing it. The team with the greatest number of points wins.

Individual

1. Give the student a copy of Student Handout #61: "Classified Selling Careers" and several different newspapers, preferably from different cities. Explain to the student that he is to find classified ads for different personal selling careers in various types of retail businesses. When he has compiled his classified ads and glued them on his sheets, discuss the various personal selling careers that can be found within the different types of retail businesses.
2. Provide the student a copy of Student Handout #62: "Selecting a Sales Team." Explain to the student that he is to decide which personal selling personnel would be employed in each of the retail businesses and place an "X" in the appropriate boxes. When he has made his decisions, review his conclusions with him.

Special Media

1. *Occupations and Careers*, Salesworkers, pages 232-8
2. *Occupational Guides*, California Department of Employment
"Food Clerk" "Grocery Checker" "Salesclerk" "Salesperson"
"Salesperson, Home Furnishings" "Salesperson, Building Materials"
"Salesclerk" "Retail Store Manager" "Stock Clerk"
"Salesperson, Cosmetics" "Salesperson, Hardware"
3. *Widening Occupational Roles Work Briefs*, Science Research Associates
"Automobile Salesman" "Bookstore Clerks" "Food Store Workers"
"Auto Parts Salesman" "Drugstore Clerks" "Store Manager"
"Automatic Vending Routeman" "House-to-House Salespeople"
"Department Store Salespeople" "Service Station Workers"
"Cashiers" "Routemen" "Salesmen" "Stock Clerks"

CUSTOMER
SERVICE
DESK



**CUSTOMER
SERVICES**

CUSTOMER SERVICES

(Unit Overview)

Competency

Ability to relate the various customer services and customer service personnel to the different types of retail businesses.

Objectives

1. Given the five main categories of customer services, the student will identify four types of services in each category with 75% accuracy. (knowledge)
2. Given twelve customer service activities, the student will distinguish the career title involved in each customer service activity with 75% accuracy. (comprehension)
3. Given four different types of retail businesses, the student will predict four customer services likely to be offered by each business with 75% accuracy. (application)

Concepts

1. Customer services are extra services provided by the business to the customer to support the sale of merchandise. Customer services are utilized to help establish the business' reputation, create goodwill with its customers, encourage patronage of the business, as well as promote the sale of specific products.
2. Customer services are classified into five main categories:
 - Consumer Credit Services*—allows the customers to purchase merchandise in exchange for a promise to pay for them later.
 - Merchandise Handling Services*—sales-supporting activities involved in the order or follow-up of a sale for goods.
 - Customer Accommodations Service*—sales-supporting activities which help customers get the maximum satisfaction from the goods they buy.
 - Information/Advisory Services*—assistance provided to customers about the selection and use of merchandise.
 - Customer Shopping Conveniences*—special services offered to increase goodwill and patronage of the store and make shopping more pleasant.
3. Some common examples of customer services offered by retail businesses are listed below under the five category headings:

Consumer Credit Services

- Regular 30-day charge account
- Divided 90-day charge account
- Revolving account
- Installment account
- Major Credit cards

Customer Shopping Conveniences

- Information, check cashing, gift certificates
- Food services, rest rooms, nurseries
- Extended store hours
- Parking, shopping carts
- Vending machines (milk, coffee, candy)
- Store atmosphere and arrangement
- Community services (charity, scholarships)

Merchandise-Handling Services

- Mail and telephone orders
- Delivery, shipping, and loading
- Storage
- Wrapping and packing
- Layaway
- Catalog sales

Customer Accommodation Services

- Adjustments, refunds, and exchanges
- Guarantees and warranties
- Special orders and custom services
- Installations
- Repairs and alterations
- Approval sales
- CODs (Cash on Delivery)

Information/Advisory Services

- Personal shopping
- Fashion consultation
- Wedding arrangements: bridal consultant, register
- Interior decorating
- Landscaping
- Educational services (classes and seminars)
- Printed aids: do-it-yourself materials
- Sales-assisting and technical information
- Point-of-sale display information
- Consultative and informational services
- Testing and analyzing

4. Many marketing career opportunities exist within the Customer Service Department of retail businesses, including:

Bagboy	Sorts, wraps, and packs merchandise items and carries the parcels to the customer's car.
Bridal Consultant	Assists the prospective bride in choosing her wedding and honeymoon wardrobe.
Catalog Salesperson	Aids the customer in locating and selecting the desired goods, processes the order, and notifies the customer when they arrive.
Consumer Relations Rep.	Provides educational information, services, and aids to community agencies and organizations.
Customer Service Advisor	Handles adjustments, refunds, and exchanges for merchandise returned by customers.
Customer Service Clerk	Provides a variety of services including cashing checks, selling tickets, issuing gift certificates.

Customer Service Manager	Coordinates and supervises all customer service activities and personnel.
Elevator Operator	Provides convenience to customers by running an elevator between floors of the business.
Giftwrapper	Packs and wraps purchased goods for mailing or gifts.
Information Agent	Specializes in giving customers information about store locations, services, and policies.
Interior Decorator	Provides assistance in the design and furnishings of the inside of personal residences and business offices.
Layaway Clerk	Issues layaway claim checks, wraps goods for storage, accepts payments on account, keeps account records.
Nursery Attendant	Cares for young children while their parents or guardians are shopping in the store.
Personal Shopper	Assists the customer by selecting suitable merchandise for the person or purpose intended.
Packager	Assembles and wraps goods in desirable amounts and assortments to speedup the shopping process.
Serviceman	Checks appliances before delivery, orders parts, gives technical assistance, and handles customer service complaints.

5. Many other marketing careers are concerned with providing customer services, even though they are not assigned to the customer service department. Some of these include:

Credit Clerk	Handles applications, sales slips, and payments for customer charge accounts.
Deliveryman	Transports the purchased merchandise to the location specified by the customer.
Fashion Coordinator	Provides information and recommendations concerning fashion styles and trends.
Loader	Carries the purchased merchandise from the loading dock and places it in the customer's vehicle or the company's truck.
Order Dispatcher	Receives and processes incoming telephone or mail orders for customer purchases of goods.
Salesman	Assists the customer in buying the product which will best meet his needs.

6. Different types of retailers are more likely to provide certain kinds of customer services. Some examples of these include:

Department Store

- All Credit Services
- Layaways, Approvals, CODs
- Refunds, Exchanges, Adjustments
- Shipping, Delivery, Loading
- Fashion/Bridal/Technical Consultation
- Alterations, Repairs
- Wrapping, Bagging, Packing
- All Shopping Conveniences

Supermarket

- Packaging
- Bagging/Packing
- Check Cashing
- Delivery
- Custom Service
- Printed Aids
- Shopping Carts

Discount Stores

- Food Services/Vending Machines
- Layaways, Bagging
- Refunds, Exchanges, Adjustments
- Regular and Revolving Charge Accounts
- Major Credit Cards
- Shopping Carts, Parking
- Extended Store Hours

Mail Order House

- Major Credit Cards
- Mail/Telephone Orders
- Packing and Shipping
- Printed Aids

Florist (Single-line Store)

- Delivery
- Telephone Orders
- Regular Charge Account
- Major Credit Cards
- Special/Custom Orders
- Wrapping/Arranging
- Guarantees and Warranties
- Funeral/Wedding Arrangements

Clothing Specialty Store

- Regular Charge Account
- Major Credit Cards
- Wrapping, Packing, Mailing
- Layaways and Approvals
- Refunds, Exchanges, Adjustments
- Special Orders/Custom Service
- Fashion/Bridal Consultation

Service Stations

- Major Credit Cards
- Guarantees and Warranties
- Installations, Repair
- Technical Consultation
- Testing and Analyzing
- Restrooms, Vending Machines
- Extended Business Hours

Convenience Store

- Extended Store Hours
- Bagging, Packing
- Money Orders
- Vending Machines

Equipment

1. Slide projector, filmstrip projector, 16 mm film projector.
2. Tape recorder, record player, bells/buzzers.
3. Overhead projector, chalkboard, bulletin board.

Materials

1. Film: "The Voice of Your Business"
2. Filmstrip: "Retailing Serves the Consumer"
3. Slides: "Careers in Home Furnishings"
4. *Career Opportunities*
5. *Career World* Magazines
6. *Careers Briefs*
7. *Careers in Department Store Merchandising*
8. *Careers in the Floral Industry* pamphlet
9. *Careers and Opportunities in Retailing* paperback
10. *Careers in the Retail Automobile Business* booklet
11. *Careers in Retailing* pamphlet
12. *Dictionary of Occupational Titles*
13. *The Encyclopedia of Careers and Vocational Guidance*
14. *Finding Your Job* booklets
15. *Handbook of Job Facts*
16. *Occupational Briefs*, Chronicle Guidance
17. *Occupational Briefs*, Science Research Associates
18. *Occupational Guidance* booklets
19. *Occupation Guide* series
20. *Occupational Outlook Handbook*
21. *Occupations and Careers*
22. *Widening Occupational Roles Work Briefs*
23. *Your Future in Retailing*
24. *Your Job in Distribution*

Supplies

1. Posterboard, construction paper, standard white paper
2. Glue, tape, scissors, rulers, felt tip pens
3. Magazines, newspapers, shoe boxes.

Special Resources

1. Student Handouts #63-72
2. Slides from class field trip

CUSTOMER SERVICE SCENE – KEY

1. Any of the following customer services may be identified:

Consumer Credit Services

- Regular 30-day charge account
- 90-day account
- Revolving account
- Installment account

Merchandise-Handling Services

- Mail and telephone orders
- Delivery, shipping, and loading
- Storage
- Wrapping and packing
- Layaway
- Catalog sales

Customer Accommodation Services

- Adjustments, refunds, and exchanges
- Guarantees and warranties
- Special orders and custom services
- Installations
- Repairs and alterations
- Approval sales
- CODs (Cash on Delivery)

Information/Advisory Services

- Personal shopping
- Fashion consultation
- Wedding arrangements: bridal consultant, register
- Interior decorating
- Landscaping
- Educational services (classes and seminars)
- Printed aids: do-it-yourself materials
- Sales-assisting and technical information
- Point-of-sale display information
- Consultative and informational services
- Testing and analyzing

Customer Shopping Conveniences

- Information, check cashing, gift certificates
- Food services, rest rooms, nurseries
- Extended Store hours
- Parking, shopping carts
- Vending machines (milk, coffee, candy)
- Store atmosphere and arrangement
- Community services (charity, scholarships)

The student will exhibit sufficient knowledge for objective #1 when he identifies 3 of the 4 examples requested in each category for 75% accuracy.

2. The following customer service careers should be identified:

Customer Service Clerk
Customer Service Manager
Bagboy
Bridal Consultant
Catalog Salesperson
Giftwrapper

Customer Relations Rep.
Layaway Clerk
Information Agent
Interior Decorator
Nursery Attendant
Personal Shopper

If the student names 9 of the careers in this test item for 75% accuracy, he will have met the criteria for objective #2.

3. The following customer services are likely to be offered by these types of retail businesses:

Discount Stores

Food Services/Vending Machines
Layaways, Bagging
Refunds, Exchanges, Adjustments
Regular and Revolving Charge
Accounts
Major Credit Cards
Shopping Carts, Parking
Extended Store Hours

Convenience Store

Extended Store Hours
Bagging, Parking
Money Orders
Vending Machines

Clothing Specialty Store

- Regular Charge Account
- Major Credit Cards
- Wrapping, Packing, Mailing
- Layaways and Approvals
- Refunds, Exchanges, Adjustments
- Special Orders/Custom Service
- Fashion/Bridal Consultation

Mail Order House

- Major Credit Cards
- Mail/Telephone Orders
- Packing and Shipping
- Printed Aids

The student will achieve objective #3 when he predicts 3 of the 4 requested customer services for each retail business for 75% accuracy.

CUSTOMER SERVICE SURVEY – KEY

1. Any of the following customer services may be identified:

Consumer Credit Services

- Regular 30-day charge account
- 90-day account
- Revolving account
- Installment account

Merchandise-Handling Services

- Mail and telephone orders
- Delivery, shipping, and loading
- Storage
- Wrapping and packing
- Layaway
- Catalog sales

Customer Accommodation Services

- Adjustments, refunds, and exchanges
- Guarantees and warranties
- Special orders and custom services
- Installations
- Repairs and alterations
- Approval sales
- CODs (Cash on Delivery)

Information/Advisory Services

- Personal shopping
- Fashion consultation
- Wedding arrangements: bridal consultant, register
- Interior decorating
- Landscaping
- Educational services (classes and seminars)
- Printed aids: do-it-yourself materials
- Sales-assisting and technical information
- Point-of-sale display information
- Consultative and informational services
- Testing and analyzing

Customer Shopping Conveniences

- Information, check cashing, gift certificates
- Food services, rest rooms, nurseries
- Extended Store hours
- Parking, shopping carts
- Vending machines (milk, coffee, candy)
- Store atmosphere and arrangement
- Community services (charity, scholarships)

The student will exhibit sufficient knowledge for objective #1 when he identifies 3 of the 4 examples requested in each category for 75% accuracy.

2. The following customer service careers should be identified:

- | | |
|-----------------------------|-----------------------|
| a. Bridal Consultant | g. Interior Decorator |
| b. Catalog Salesperson | h. Layaway Clerk |
| c. Consumer Relations Rep | i. Deliveryman |
| d. Customer Service Advisor | j. Personal Shopping |
| e. Giftwrapper | k. Packager |
| f. Information Agent | l. Serviceman |

If the student correctly identifies nine of the careers for 75% accuracy, he will have satisfied objective #2.

3. The following customer services are likely to be offered by these types of retail businesses:

Supermarket

- Packaging
- Bagging/Packing
- Check Cashing
- Delivery
- Custom Service
- Printed Aids
- Shopping Carts

Department Store

- All Credit Services
- Layaways, Approvals, CODs
- Refunds, Exchanges, Adjustments
- Shipping, Delivery, Loading
- Fashion/Bridal/Technical Consultation
- Alterations, Repairs
- Wrapping, Bagging, Packing
- All Shopping Conveniences

Service Stations

- Major Credit Cards
- Guarantees and Warranties
- Installations, Repair
- Technical Consultation
- Testing and Analyzing
- Restrooms, Vending Machines
- Extended Business Hours

Florist (Single-line Store)

- Delivery
- Telephone Orders
- Regular Charge Account
- Major Credit Cards
- Special/Custom Orders
- Wrapping/Arranging
- Guarantees and Warranties
- Funeral/Wedding Arrangements

The student will achieve objective #3 when he predicts 3 of the 4 requested customer services for each retail business for 75% accuracy.

LEARNING ACTIVITIES

UNIT TITLE *Customer Services*

UNIT # 6

OBJECTIVE # 1

Group

1. Ask the students if any of them have ever been shopping at a local shopping center or mall. Ask them if any of them ever received some customer services and, if so, what kinds of services. Lead into a discussion of what customer services are.

Write the five major category headings on the front board: consumer credit, merchandise handling, information and advice, customer accommodations, and shopping conveniences. Explain to the students that the consumer credit services are types of customer services even though there is a credit and control department which they will study in the next unit.

Ask students to think of different services retailers would provide and place them under the appropriate category. Be sure to cover all types of services provided by all kinds of businesses, not just the retail department stores.

2. After you have covered the information in Student Handout #63: "The Customer Service Department," give each student a copy of the Student Handout #64: "Customer Service Activities." Have each student complete the form as directed. When all of the students have completed the exercise, call on different students to give the correct answers. Ask students to name some other types of customer services and identify the category to which it belongs.
3. Divide the class into pairs. Give each pair sheets of construction paper, scissors, glue, and a magic marker. Ask each pair to make a set of 25 "flash cards." On one side of a card should be an example of a customer service; on the other side, the category in which it is classified. Have them make 5 examples for each of the five categories.

Have the students flip a coin to see which of the pair will go first. Give each student holding the cards a watch. Have him place the cards on the desk with the examples of the customer services facing up and the category facing down. When that student says go, the student winning the toss must rearrange the cards into five rows with the correct five examples of a category in the same row. The student may not look at the other side of the card. His efforts will be timed by the other student. When he correctly arranges them his score is recorded and the students switch places. Have the students try three rounds and total their scores to determine the winner.

As an alternative, the students could alternate showing examples to each other and guessing to which customer service category it belongs.

Individual

1. Give the learner a copy of the Student Handout #65: "Customer Services Cryptogram" and have him complete it. Explain to the student that the customer services listed are those offered by all types of retailers. When he finishes the cryptogram, review it with him and discuss the types of customer services included.
2. Provide the student with a copy of Student Handout #63: "Customer Service Department" and have him read the information. Review the material with him and have him complete the exercise at the end. Ask the student to identify some other services for each category.

Special Media

1. Film: "The Voice of Your Business"
2. Filmstrip: "Retailing Serves the Consumer"
3. Slides: "Careers in Home Furnishings"
4. *Career Opportunities*
5. *Career World Magazines*
6. *Careers Briefs*
7. *Careers in Department Store Merchandising*
8. *Careers in the Floral Industry* pamphlet
9. *Careers and Opportunities in Retailing* paperback
10. *Careers in the Retail Automobile Business* booklet
11. *Careers in Retailing* pamphlet
12. *Dictionary of Occupational Titles*
13. *The Encyclopedia of Careers and Vocational Guidance*

LEARNING ACTIVITIES

UNIT TITLE *Customer Services*

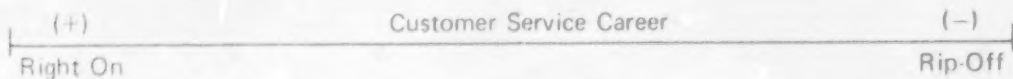
UNIT # 6

OBJECTIVE # 2

Group

1. Distribute copies of Student Handout #66: "Job Opportunities in the Customer Service Department" to each member of the group. Have each of them read the career descriptions and complete the overview questions at the end of the handout.

Write the following words and draw a line as shown below on the board:



Have one student stand at the board to represent the (+) and one student stand to represent the (-). Ask the class how many of them think they would be interested in a customer service career and have the (+) student write that number above the "right on." Ask the group how many of them would not want a customer service career and have the (-) student place that number above the "rip-off" on the board.

Ask the students how many of them did not vote and if they know why they did not vote. Have students who voted yes explain why they said yes. Next, have class members who voted no reveal their reasons. If some of the students gave reasons for yes because of a particular customer service career in which they might be interested, have them tell the group about the career. If no students mention customer service careers, select several customer service careers from the handout and follow the same procedure with the votes as above.

2. Separate the class into groups of four or five students. Give each small group a copy of Student Handout #67: "Job Hunt" to study. A set of 20 job duty and 20 job title cards should be developed by each group. If possible, provide the students with two colors of paper—construction, mimeograph, or cardstock paper.

Review the "Job Hunt" rules with the students. Ask students if they have any questions before the game begins. Have each group play the game as directed. After the first game, swap sets of cards between groups for variety.

Individual

1. Give the learner Student Handout #68: "Customer Service Careers." Have him read the information, complete the questions at the end, and analyze the case study. Review the customer service careers and the activities in which each is involved.

2. Provide the student with Student Handout #69: "Customer Services Horoscope." Have the student read each of the horoscope predictions. Ask him to study his horoscope reading and the customer service careers that are indicated for him.

Ask the student to identify the customer service careers that his horoscope named for him on the last sheet. Below that ask him to explain in which careers he thinks he might be interested and those in which he would not be interested. Discuss his reactions with him, determining his opinions and attitudes toward the various jobs. Does he have an accurate perception of what each career entails? Is he being influenced by friends, relatives, etc.?

Special Media

1. *Finding Your Job* booklets
2. *Handbook of Job Facts*
3. *Occupational Briefs*, Chronicle Guidance
4. *Occupational Briefs*, Science Research Associates
5. *Occupational Guidance* booklets
6. *Occupation Guide* series
7. *Occupational Outlook Handbook*
8. *Occupations and Careers*
9. *Widening Occupational Roles Work Briefs*
10. *Your Future in Retailing*
11. *Your Job in Distribution*

LEARNING ACTIVITIES

UNIT TITLE *Customer Services*

UNIT # 6

OBJECTIVE # 3

Group

1. Supply each student with a sheet of posterboard approximately 20" x 24" and at least ten different issues of local newspaper. If possible, get copies of papers for days in which there were a lot of ads, such as Thursday or Sunday. Give the students glue, scissors, tape, rulers, and markers (felt tip pens, crayons, colored pencils, etc.)

Ask each student to select a local retail business of interest to him or a type of business of interest to him. Examples might be a Publix supermarket as a specific business or drugstores as a type of business. Tell the student to make a collage of customer services offered by his business or type of business. He is to make the collage from the newspapers in such a way that each example of a customer service in an ad can be seen.

Have the students label their posters with the name or type of business. Tell them to indicate somewhere on the poster the kinds of customer services which are illustrated. This might be done in a number of ways, such as: (1) listing the customer services at the bottom of the poster; (2) circling the customer service mentioned in each ad; (3) labeling each example of a customer service close to its place in the ad.

Display these posters around the room. Have all class members review all of the posters. Ask students to check for similarities and differences in the services offered by the same type of businesses.

2. Divide the class into five groups and assign each group one of the following types of retailers: specialty clothing store, large department store, major supermarket, a furniture store, and a service station. Explain to each group that they are to plan a customer service program for a business of that type.

Tell each group to establish a name and image for their new business which is to open. Tell each group to select the customer services and customer service staff which they believe would be most effective for that business and to support their recommendations.

Have each group present their customer service plan to the rest of the class. Alternate appointing different groups listening as special listening teams. For example, while the furniture store group gives its presentation, the supermarket group might serve as the listening team. This team would be responsible for questioning the group after its presentation for justification of the services and staff.

Individual

1. Give the learner a copy of Student Handout #70: "Stores Offer Services" and have him read the information. When he has finished studying the material, ask him to select the three customer services he thinks would be most important for the three businesses identified and to defend his selection. After he has completed his assignment, review his decisions with him and discuss the services which may be offered by various retailers.
2. Provide the student with a copy of Student Handout #71: "Customer Service Survey" and review the guidelines with him. Tell the student that he is to use the questions in the handout as guidelines for developing a survey instrument for customer services. Explain to him that he is going to visit a local shopping center or mall and five different types of businesses.

After the student has drafted the survey instrument, review it with him making sure he has all the necessary items. Call the store personnel in the shopping area to inform them that the student is conducting a customer service project, so they will be receptive to any questions he might ask of them.

When the student returns from his survey, ask him to evaluate his findings and draw some conclusions about the kinds of customer services that are offered by the various types of retailers.

3. Duplicate Student Handout #72: "Selecting Customer Services For the Store." Ask the student to select a retail business of interest to him and to complete the project as directed for that business. The space provided on the handout for considerations, customers' services, etc. are for the student's use in organizing his thoughts. Explain to him that he will probably need more paper to complete the project.

CREDIT AND CONTROL



4 CREDIT AND CONTROL

(Unit Overview)

Competency

Ability to relate the credit and control activities and careers of a retailer to the determination of acceptable credit risks.

Objectives

1. Given ten credit and control career titles and their descriptions, the student will match each career title to its description with 80% accuracy. (knowledge)
2. Given ten activities in the credit and control department of a retailer, the student will distinguish the credit and control career titles involved in each activity with 80% accuracy. (comprehension)
3. Given a retail credit case study, the student will decide if the applicant is an acceptable credit risk by evaluating the applicant's character, capacity, and capital and will relate the four careers involved in checking the credit applicant with 75% accuracy. (application)

Concepts

1. The marketing function of finance is housed in the Credit and Control Department of a retail business.
2. The Credit and Control Department is responsible for:
 - a. offering credit to customers.
 - b. maintaining and collecting credit accounts.
 - c. handling and controlling receiving, shipping and checking reports.
 - d. paying the bills of the store.
 - e. handling the store's payroll.
 - f. controlling the costs of doing business.
3. Consumers use retail credit for a number of reasons:
 - a. convenience.
 - b. immediate use of high priced items.
 - c. possible savings.
 - d. preferred treatment.
 - e. preservation of savings.
 - f. need for goods.

4. Retailers offer credit to their customers for many reasons:

- a. makes regular customers.
- b. credit customers buy more freely.
- c. credit customers are less price-conscious.
- d. builds confidence.
- e. smooths out business peaks.
- f. builds retail profit.

5. Many career opportunities are available within the Credit and Control Department of the retailer:

Accounting Manager	establishes and maintains accounting systems for the retailer
Accounts Payable Clerk	figures payments and dates due on goods bought by the business
Budget Manager	prepares budgets and reports for business' operation and activities
Charge Authorizer	approves or disapproves credit applicants and additional purchases
Comptroller	directs all financial activities, reports, and personnel of the business
Credit Clerk	greet customers, accepts payments on accounts, handles various credit activities
Credit Collector	contacts delinquent accounts to obtain money owed to the retailer
Credit Interviewer	questions applicant to obtain credit information and verifies some data
Credit Investigator	checks past history and current status of applicant's character, capacity, and capital
Credit Manager	supervises all credit and collections employees and activities for the firm
Inventory Control Clerk	keeps records of merchandise by size, style, color, price, etc.
Merchandise Control Manager	determines merchandise to be marked down and re-ordered according to records
Payroll/Cash Control Clerk	prepares money trays for cashiers and salespersons, records employee working hours, and figures the payroll

6. Four types of credit accounts are offered by retailers:
 - a. *Regular*—customer pays full balance usually in 30 days for smaller purchases.
 - b. *Dividend*—customer pays for a large purchase in several payments usually within 90 days without a service charge.
 - c. *Revolving*—most common; customer adds purchases without making new credit arrangements, service charge is 1 to 1½% on unpaid balance each month; customers limited as to amount to be charged.
 - d. *Installment*—customer makes regular payments which include service charge after down payment is made and sales contract is signed.
7. Some retailers also accept certain national credit cards:
 - a. *Independent*—customer pays a small annual fee for convenience of charging purchases throughout the United States and around the world and pays for all purchases the following month.
 - b. *Bank Card*—customer may purchase goods and services from many member businesses and pay for them the following month or on a revolving charge plan.
8. Credit applicants are judged according to three major factors:
 - a. *Character*—person's sense of responsibility
 - b. *Capacity*—person's ability to pay
 - c. *Capital*—person's wealth
9. Credit applications are used to evaluate credit applicants. They contain important facts about applicants such as present employer, references, salary, outstanding debts, assets, and savings.
10. Credit bureaus classify people according to their credit status. Persons who are poor credit risks and who might commit crimes against businesses are identified and are usually refused credit privileges. Bureaus are financed by membership fees paid by businesses who use such services. The statement, "Your credit reputation follows you wherever you go," is an important one to remember.

Equipment

1. Filmstrip projector, 16 mm movie projector, cassette tape recorder.
2. Overhead projector, chalkboard, bulletin board.

Materials

1. Films: "Credit" "The Littlest Giant"

2. Filmstrips: "The Exploited Generation"
3. *Career Opportunities: Marketing, Business, and Office Specialists*
4. *Career World* Magazines
5. *Careers Briefs*, Careers Publications, Inc.
6. *Dictionary of Occupational Titles*, Volume I
7. *Encyclopedia of Careers and Vocational Guidance*, Volume I
8. *Finding Your Job* booklets
9. *Handbook of Job Facts*
10. *Occupational Briefs*, Chronicle Guidance
11. *Occupational Briefs*, Science Research Associates
12. *Occupational Guidance* booklets
13. *Occupation Guide* series
14. *Occupational Outlook Handbook*
15. *Occupations and Careers*
16. *Widening Occupational Roles Work Briefs*
17. *Your Future in Retailing*
18. *Your Job in Distribution*

Supplies

1. Posterboard, construction paper, standard white paper
2. Glue, tape, scissors, rulers, felt tip pens
3. Magazines, newspapers, shoe boxes

Special Resources

1. Student Handouts #73-79
2. Slides from class field trip
3. Guest Speaker

THE CREDIT AND CONTROL SCENE – KEY

1. The following career titles should be identified:

- | | |
|-----------------|--------------------------------|
| a. Comptroller | f. Investigator |
| b. Authorizer | g. Credit Manager |
| c. Credit Clerk | h. Inventory Control Clerk |
| d. Collector | i. Merchandise Control Manager |
| e. Interviewer | j. Payroll/Cash Control Clerk |

The student will achieve objective #1 if he correctly identifies 8 careers for 80% accuracy.

2. These credit and control careers were involved in the given activities.

- | | |
|--------------------------------|-----------------|
| a. Investigator | f. Comptroller |
| b. Credit Manager | g. Authorizer |
| c. Inventory Control Clerk | h. Credit Clerk |
| d. Merchandise Control Manager | i. Collector |
| e. Payroll/Cash Control Clerk | j. Interviewer |

A score of 8 correct answers for 80% accuracy will satisfy objective #2.

3. The following decisions should have been made:

approved <u>no</u>	character <u>no</u>
capacity <u>no</u>	capital <u>no</u>

The following careers were involved:

credit clerk	credit investigator
credit interviewer	credit authorizer or manager

If the student answers 6 of the 8 items correctly for 75% accuracy, he will have achieved acceptable proficiency for objective #3.

THE CREDIT AND CONTROL SURVEY – KEY

1. The following careers should have been matched:

- | | |
|--------------------------------|-------------------|
| a. Credit Interviewer | f. Budget Manager |
| b. Credit Investigator | g. Comptroller |
| c. Credit Manager | h. Authorizer |
| d. Inventory Control Clerk | i. Credit Clerk |
| e. Merchandise Control Manager | j. Collector |

The student will demonstrate sufficient knowledge for objective #1 if he correctly matches 8 careers for 80% accuracy.

2. The credit and control careers involved in the activities are:

- | | |
|-------------------|--------------------------------|
| a. Credit Clerk | f. Inventory Control Clerk |
| b. Collector | g. Merchandise Control Manager |
| c. Interviewer | h. Budget Manager |
| d. Investigator | i. Comptroller |
| e. Credit Manager | j. Authorizer |

If the student correctly identifies 8 careers for 80% accuracy, he will achieve objective #2.

3. The following decisions should have been made:

- | | |
|--------------------|---------------------|
| approved <u>no</u> | character <u>no</u> |
| capacity <u>no</u> | capital <u>no</u> |

These retail credit careers were involved in this situation:

- | | |
|--------------------|---------------------|
| Credit Clerk | Credit Investigator |
| Credit Interviewer | Credit Authorizer |

The student will satisfy objective #3 when he accurately predicts 6 out of 8 answers for 75% accuracy.

LEARNING ACTIVITIES

UNIT TITLE *Credit and Control*

UNIT # 7

OBJECTIVE # 1

Group

1. After you have covered the information in Student Handout #73: "Careers in Credit and Control," invite a credit manager from a large retail business in your area. Ask him to bring other people from his office if possible. Explain to the manager that you want your students to be familiar with the various career opportunities available within the credit and control field. Tell him that you are interested in those careers housed in central credit offices for a company, such as charge authorizers, as well as those in a store office.

Prepare the students for the speaker and his possible employees. Have each student prepare five pertinent questions which he might ask the credit manager. Assign a host and hostess to greet the speaker when he arrives. If possible, prepare a certificate of appreciation which you can give to him and other businessmen in the community.

2. Give each student a copy of Student Handout #74: "Finance Bonuses" and have them complete it as the directions indicate. After each pupil has completed the exercise, divide the class into groups of four or five. Give each group about fifteen minutes to discuss the situation and see if they can agree on the importance of various credit and control careers. Bring the class back together as a whole and review each group's discussion and common conclusions, if any.

Individual

1. Provide the student with a copy of Student Handout #74: "Careers in Credit and Control." Review the various careers with the student and clarify the role of each person in the credit and control area of a retail business. Have the student select the career title which is of most interest to him and write a short story called, "If I were a . . ."
2. When the student has covered the material in Student Handout #74, give him a copy of Special Activity Sheet #3: "Career Interview." Ask the student to interview three credit managers of three different retail businesses in the community. Have him compare the job titles, duties, and benefits of the different situations. Ask him to note situations where workers perform more than one career function.

When he returns, review the findings he has about credit and control careers. Discuss those careers which he did not find and the duties which those persons perform.

Special Media

1. Films: "Credit" "The Littlest Giant"
2. Filmstrips: "The Exploited Generation"
3. *Career Opportunities: Marketing, Business, and Office Specialists*
4. *Career World* Magazines
5. *Careers Briefs*, Careers Publications, Inc.
6. *Dictionary of Occupational Titles*, Volume I
7. *Encyclopedia of Careers and Vocational Guidance*, Volume I
8. *Finding Your Job* booklets
9. *Handbook of Job Facts*
10. *Occupational Briefs*, Chronicle Guidance
11. *Occupational Briefs*, Science Research Associates
12. *Occupational Guidance* booklets
13. *Occupation Guide* series
14. *Occupational Outlook Handbook*
15. *Occupations and Careers*
16. *Widening Occupational Roles Work Briefs*
17. *Your Future in Retailing*
18. *Your Job in Distribution*

LEARNING ACTIVITIES

UNIT TITLE *Credit and Control*

UNIT # 7

OBJECTIVE # 2

Group

1. After you have covered the information in Student Handout #75: "Who's Who in Credit and Control," make career cards 5" x 7" for each credit and control career in the handout. Attach these across the top of the chalkboard or bulletin board in your room.

Have students develop short phrases pertaining to each of the thirteen careers. Perhaps, you might assign each student five career titles and have them submit two phrases for each, which depict the activities they perform. A minimum of 65 phrases will be needed, 5 for each job.

Divide the class into three teams. Select a judge and a moderator. You serve as the timer. Shuffle the phrases that should be on strips of paper or pieces of cardboard. Give them to the moderator. Assign the teams the order in which they will play. Alternate having a player from each team come up to draw a phrase. The student decides under which career card that phrase belongs and tapes it or pins it there.

The moderator reads the phrase and asks if either team wishes to challenge. If neither team challenges, the judge determines whether it is correct. If it is, his team earns a point. If it is not and he was not challenged, his team's score does not change. However, if he is challenged and that team correctly matches the phrase to the career, then the team loses one point.

To prevent another team from challenging in every case, a penalty is imposed for incorrect challenging. If a challenger challenges a match which is correct or cannot correctly match the phrase when challenging, that team loses a point. The team drawing the phrase would not lose a point in that case. The team earning the most points in twenty minutes wins the game. Review the career cards and phrases at that time.

2. Distribute Student Handout #76: "Credit and Control Card Game" to all class members. Distribute sheets of cardstock, construction paper, or posterboard to students to make cards. Using the careers in the previous student handouts, two or three sets of cards can be made and alternate among groups when the game is played.

Each deck of cards should have a minimum of thirty cards, five careers with six different duties. Play the game as explained in the handout.

Individual

1. Give the learner Student Hardout #75: "Who's Who in Credit and Control" and have him read the information. When he has finished, have him complete the exercises at the end of the reading material. Review the information with him, providing examples of different activities which each career person performs.
2. Read the directions in Special Activity Sheet #8: "Making Mobiles" and obtain the necessary materials for the student. Explain to the student that you want him to create a careers mobile for credit and control. Tell him that each piece of the mobile should show the career title and at least one activity performed by that person. A short phrase such as "prepares money trays" is sufficient.

In addition, have the student show the three major career levels in the mobile. Those pieces at the top or to the right might be management/specialist level. Those careers at the bottom or left might be entry level. Display the completed mobile in the room or someplace in the school. Discuss all of the careers and the activities performed by these credit and control personnel.

LEARNING ACTIVITIES

UNIT TITLE *Credit and Control*

UNIT # 7

OBJECTIVE # 3

Group

1. Ask the students to give characteristics of a person that they would consider a good credit risk. Jot these down on the board or overhead projector. Ask students to see if they can categorize any of them together, that is if they have any similarities.

Prepare a transparency of the first page of Student Handout #77: "The 3 C's of Credit." Project this on the overhead projector and ask students to look at the things they have suggested and classify them into one of the three C's.

Give the group some credit situations and ask them to decide if that person would be a credit risk according to each of the 3 C's. Have them identify the credit careers which would be involved in obtaining and processing the credit application: credit clerk, credit interviewer, credit investigator, and the charge authorizer. Explain that in smaller organizations, the credit manager may serve as the authorizer. But in a larger business with an authorizer, the credit manager would not be involved in the application process.

2. Provide all class members with a copy of Student Handout #79: "Finance Baseball" and review the rules with the group. Develop the questions for the game, including a number of credit situations in which the students must decide if the applicant is a good credit risk, as well as why he is not if he is not.

If possible, obtain the four different colored pieces of construction paper or posterboard for the varying difficulties of questions. Play the game as directed.

Individual

1. Give the student a copy of Student Handout #77: "The 3 C's of Credit." Have him read the information and complete the exercises at the end. Review them with him emphasizing the differences between character, capacity, and capital.
2. Provide the student with a copy of Student Handout #78: "Capacity to Pay." Have the student work the credit problems, deciding if they are good credit risks. Have him review the credit application form. Ask him to explain why the various information is requested on the application form in terms of character, capacity, and capital. Give him a few different situations to decide if the applicants are good credit risks and why or why not.



MANAGEMENT: THE RETAIL WRAP-UP

(Unit Overview)

Competency

Relate the four major functions of retail management to the various situations which occur within a retail business.

Objectives

1. Given twenty retailing careers, the student will identify the twelve management/specialist careers with 75% accuracy. (knowledge)
2. Given descriptions of ten management/specialist activities, the student will identify the management/specialist career involved in the activity and the management level of that career with 75% accuracy. (comprehension)
3. Given four retail management situations, the student will predict which of the four management functions must be performed to handle the situations with 75% accuracy. (application)

Concepts

1. Management is the process of coordinating all resources in order to achieve the goals set by a business or industry.
2. The retailing manager coordinates all business resources by planning, organizing, directing, and controlling all activities to meet the goals of the business or organization. He assumes part of the risk function.
3. The activities which a retailing manager performs may be grouped into four major functional areas:
 - a. *Planning* involves determining what procedures will accomplish the goals set for the business.
 - b. *Organizing* includes deciding how the procedures can best be implemented to achieve success for the firm.
 - c. *Directing* is the process of leading and guiding personnel within the business to reach the goals of the business.
 - d. *Controlling* involves supervision of performance according to the established standards in order to meet the stated goals.
4. Management careers may be classified by one of three career levels:

- a. *Executives* are responsible for decisions coordinating all marketing activities within a business or organization.
 - b. *Mid-Management* involves supervision of activities within a specific department or division of a business or industry.
 - c. *Specialists* include highly trained, knowledgeable personnel who provide vital information directly to top management of a firm.
5. Some of the retail management/specialist careers frequently found include:

Supervisor/Mid-Management

Accounting Manager	Floor Superintendent
Advertising Manager	Merchandise Control Manager
Budget Manager	Route Supervisor
Credit Manager	Sales Manager
Customer Service Manager	Section Manager
Display Manager	Shipping-Receiving Manager
Department Manager	

Specialist

Advertising Analyst	Marketing Research Analyst
Charge Authorizer	Public Relations Man
Consumer Relations Representative	Resident Buyer
Fashion Coordinator	Sales Promoter
Head Buyer	Specialty Buyer

Executive

Comptroller	Operations Director
Company President	Sales Promotion Director
General Manager	Store Manager
Merchandise Manager	

6. Marketing risks are the possibilities of financial loss to people or property by unforeseen or uncontrollable factors.
7. The factors which cause marketing risks may be grouped into three main categories or classes:
 - a. Market conditions—changes in prices, consumer demand, competition
 - b. Human factors—uncertain acts of dishonesty, illness, carelessness
 - c. Natural perils—fire, disease, earthquakes, coldness, hurricanes

8. Two methods of minimizing marketing risks help to reduce the chances of financial losses to businesses, as well as to individuals:

- a. Good management practices—planning and implementing safety practices
- b. Shift of losses to others—purchasing insurance to cover losses

It is through the two methods of reducing financial losses that many retail management activities take place.

Equipment

1. Overhead projector, 16 mm film projector
2. Tape recorder, video tape recorder, record player

Materials

1. Films: "Management Improvement—It's Your Business"
"Is a Career in Business Administration for You?"
"Is a Career in Management for You?"
2. Filmstrips: "Careers in Business Administration"
3. Pamphlets: *Job Opportunities in Retailing*, J.C. Penney
Merchandise Management Trainee
Advertising and Display Supervisor
4. *Career Opportunities: Marketing, Business, and Office Specialists*
5. *Dictionary of Occupational Titles*, Volume I
6. *Encyclopedia of Careers and Vocational Guidance*, Volume I
7. *Handbook of Job Facts*, Science Research Associates
8. *How Do They Run It?*, Westminster Press
9. *Occupational Briefs*, Science Research Associates
10. *Occupational Guidance Booklets*, Finney Company
11. *Occupational Outlook Handbook*, U.S. Department of Labor
12. *Widening Occupational Roles Work Briefs*, Science Research Associates

Supplies

1. Cassette or reel tapes, video tapes, glue, tape, scissors
2. Construction paper, posterboard, white paper, felt tip pens

Special Resources

1. Student Handouts #80-87
2. Commercial Games: "Billionaire," Parker Brothers
"Boss," Ideal Toy Corporation
"Junior Executive," Whitman Company

THE RETAIL MANAGEMENT SCENE – KEY

1. These twelve retail management careers should have been marked with an "X":

☐ Marketing Research Analyst	☐ Consumer Relations Representative
☐ Charge Authorizer	☐ Route Supervisor
☐ Department Manager	☐ Resident Buyer
☐ Merchandise Manager	☐ Operations Director
☐ Company President	☐ Customer Service Manager
☐ Sales Promotion Director	☐ Sales Promoter

The student will satisfy objective #1 when he correctly identifies 9 of the careers for 75% accuracy.

2. The retail management careers and their management levels are:

<i>Career</i>	<i>Level</i>	<i>Career</i>	<i>Level</i>
a. Marketing Research Analyst	<u>S</u>	f. Display Manager	<u>M</u>
b. Merchandise Manager	<u>E</u>	g. Fashion Coordinator	<u>S</u>
c. Sales Promotion Director	<u>E</u>	h. Sales Manager	<u>M</u>
d. Company President	<u>E</u>	i. Charge Authorizer	<u>M</u>
e. Consumer Relations Rep	<u>S</u>	j. Head Buyer	<u>S</u>

If the student scores 15 out of 20 for 75% accuracy, he has demonstrated proficiency for objective #2.

3. These management functions should have been identified for the retail management situations:

- | | |
|---------------|----------------|
| a. Planning | c. Directing |
| b. Organizing | d. Controlling |

The student will achieve objective #3 if he answers 3 of the 4 situations correctly for 75% accuracy.

THE RETAIL MANAGEMENT SURVEY — KEY

1. The twelve retail management careers which should have been circled are:

FLOOR SUPERINTENDENT	RESIDENT BUYER
DISPLAY MANAGER	GENERAL MANAGER
FASHION COORDINATOR	ADVERTISING MANAGER
PUBLICITY DIRECTOR	ROUTE SUPERVISOR
COMPTROLLER	CONSUMER RELATIONS REP
MARKETING RESEARCH ANALYST	MERCHANDISE CONTROL MANAGER

The student will have demonstrated sufficient knowledge for objective #1 if he correctly identified 9 of the careers for 75% accuracy.

2. The following retail management/specialist careers and levels should have been identified for the given retailing activities:

<i>Career</i>	<i>Level</i>	<i>Career</i>	<i>Level</i>
a. General Manager	Executive	f. Customer Service Manager	Supervisor
b. Sales Promoter	Specialist	g. Company President	Executive
c. Department Manager	Supervisor	h. Fashion Coordinator	Specialist
d. Comptroller	Executive	i. Credit Manager	Supervisor
e. Marketing Research Analyst	Specialist	j. Merchandise Manager	Executive

If the student correct answers 15 of the items for 75% accuracy, he will have achieved objective #2.

3. The following management functions were involved in the situations:

- | | |
|---------------|----------------|
| a. Planning | c. Directing |
| b. Organizing | d. Controlling |

Three correct answers for 75% accuracy will be satisfactory objective #3.

LEARNING ACTIVITIES

UNIT TITLE *Management—The Retail Wrap-up*

UNIT # 8

OBJECTIVE # 1

Group

1. Ask the students to take out a piece of scratch paper to jot down their ideas. Explain that the group is going to share their ideas and opinions, that there are no right or wrong answers. Papers will not be graded; they are for their use.

Ask students to pretend that they are "slipping into someone else's shoes." In this case, the shoes will be people in retail management careers. Tell the students to complete each of the following statements with their opinions or reactions:

- If I were a sales manager, you wouldn't catch me . . .
- As a merchandise manager, I'd be against . . .
- I'm convinced that an advertising manager . . .
- In my opinion, a department manager is . . .
- The way I see it, a company president should . . .
- If you ask me, the fashion coordinator is . . .
- If I were a customer service manager, I'd feel that . . .
- As a consumer relations rep, my choice would be . . .
- I believe that a marketing research analyst . . .
- I don't see why a shipping and receiving manager . . .
- I think if I were a general manager, I'd . . .

State only one line at a time. Have students jot down their reactions or opinions within one minute. Then ask students to pass their slips forward. Read some of the responses to the group. Discuss with the students how they thought of the career involved. Ask them if they had a picture in their minds of what the person looked like doing the job. Review the responsibilities of the specific career and its management level. Repeat the same procedure for each of the statements listed above.

2. Provide each student with Student Handout #81: "Retailing Roulette" or explain the directions. Have the students prepare questions that include the career levels of the retailing careers. Play the game activity as directed.
3. Develop a personality profile for twenty-five of the retail management careers. You may want to have the students submit some examples. The _____, give each student a copy of a career profile. Ask them to review the personal _____ information for class the next day.

Divide the class into two teams, excluding a moderator. Supply each team with a bell, buzzer, or noisemaker. Give each of the career personalities a number from 1-25, so that each of them has a different number. Inform the moderator that he will introduce each personality, one at a time, beginning with number 1.

Each team will alternate asking one question of the personality. The team has thirty seconds in which to pose the question. Players on a team should be identified in order, so that each may ask a question. If any player at any time thinks he knows the answer, he may ring the bell or buzzer. When the moderator acknowledges him, that player may guess the career.

If the player is correct, his team earns a point. However, if his answer is not correct, his team loses a point. If he is incorrect, the other team may continue with questions or guess the career title. In this case, an incorrect guess would not involve a penalty point. Each team has up to ten chances or questions to reveal the identity of the mystery retail management career personality.

Individual

1. Give the student a copy of Student Handout #80: "Management—The Retail Wrap-up." When he has finished reviewing the material, discuss the various retail management careers that have been covered in previous units, making sure you include some from each unit.

Have the student complete the exercise at the end of the reading material and review his responses with him.

2. Provide the learner with a copy of Student Handout #82: "Retail Management Situations." Ask the student to place the "X" along the continuum line which is drawn to show how he would feel or act in the given situations.

Discuss each of the situations with the student. Did he understand the situations involved? How did he view each one? Did he read information into them? Did his answers depend on other information he supplied? Did he recognize the management career personnel in the situations? Review each of the careers with him, emphasizing the responsibilities of each. Ask him what other management careers can be found in retail businesses.

Special Media

1. Films: "Management Improvement—It's Your Business"
"Is a Career in Business Administration for You?"
"Is a Career in Management for You?"
2. Filmstrips: "Careers in Business Administration"

3. Pamphlets: *Job Opportunities in Retailing*, J.C. Penney
Merchandise Management Trainee
Advertising and Display Supervisor
4. *Career Opportunities: Marketing, Business, and Office Specialists*
5. *Dictionary of Occupational Titles*, Volume I
6. *Encyclopedia of Careers and Vocational Guidance*, Volume I, "Management"
7. *Handbook of Job Facts*, Science Research Associates
8. *How Do They Run It?*, Westminster Press
9. *Occupational Briefs*, Science Research Associates
10. *Occupational Guidance Booklets*, Finney Company
11. *Occupational Outlook Handbook*, "Managerial Occupations"
12. Project Loom Units:
"Department Store Buyer" "Fashion Buyer"
"Gift Shop Owner/Manager" "Florist" "Jeweler" "Pet Shop Manager"
"Restaurant Manager" "Fish Market Manager" "Service Station Operator"
13. *Widening Occupational Roles Work Briefs*, Science Research Associates

LEARNING ACTIVITIES

UNIT TITLE *Management: The Retail Wrap-up*

UNIT # 8

OBJECTIVE # 2

Group

1. Divide the class into groups of four to six students. Give each student the first sheet of Student Handout #84: "Management Mixup." After the students have read the information, discuss the situation with them. Ask each student to identify the management level of each career before they begin so that will have a clearer picture of each person's role in the business.

Give each group twenty minutes to come to a decision. Have each group report to the rest of the class on their group's selections. After each group has finished its report, give each student the second sheet of the handout and ask them to react to the questions in writing.

Discuss with the group other retail management careers and levels that could have been involved in other businesses. Ask students what general criteria they would use in each similar situation to make a decision.

2. Give each student a copy of the directions sheet in Student Handout #83: "Retailing Daze." Divide the class into groups of four. Duplicate sets of the game cards in the handout for each group. Give each group a sheet of posterboard and magic marker to make the gameboard.

Before the game begins, have each group decide the management career title and management level involved in each gamecard situation. Ask them to print the title and level on each card. Provide the students with construction paper and glue. Tell the students to cut and paste the card explanations in the various colored pieces of construction paper. Have them play the game as directed.

Individual

1. After the student has covered the information in Student Handout #80: "Management -The Retail Wrap-up," ask him to select three retail management careers of interest to him, one for each of the management levels—mid-management/supervisor, specialist, and executive. Provide him with copies of the Special Activities Sheets #1: "Career Decision" and #9: "Personal Career Analysis." He will need three copies of the "Personal Career Analysis" sheets, one for each career.

When he has completed his research and analysis, talk to the student about his reactions. Discuss the career ladders he might take to reach one of those management careers. Review other retail management careers, their job activities, and their management levels.

2. Give the learner a copy of Student Handout #85: "Classifying Management Careers." Explain to the student that the fifteen retail management careers vary in types of responsibilities as indicated by the three management levels. Ask him to check the appropriate column for each of the careers to show its management level and review his answers with him.

LEARNING ACTIVITIES

UNIT TITLE *Management: The Retail Wrap-Up*

UNIT # 8

OBJECTIVE # 3

Group

1. After the students have covered the information in Student Handout #86: "Functions of the Retail Manager," give each student a copy of the Student Handout #87: "Management Football." Have each student prepare questions on retailing careers, businesses, activities, and management functions. Include some questions which are short cases that students must study and predict the management function to be used. Play the game activity as directed.
2. Divide the class into six groups. Each group will represent one of the following areas in retailing: buying, shipping and receiving, sales promotion, personal selling, credit and control, and customer services. Have each group develop a one act play about management functions in their area. Each play should cover all four management functions of planning, organizing, directing, and controlling.

If possible, obtain a video tape recorder on which the students may present their presentation. This will allow you an opportunity to stop it at various points for discussion, as well as build a resource file for later use. If you cannot obtain a video tape recorder, have each group enact the play "live" for the class audience.

Individual

1. Give the learner Student Handout #86: "Functions of the Retail Manager." Have him read the material and complete the statements at the end. When he is finished, discuss the four functions with him giving him examples of each in different situations.

Provide the pupil with three copies of the Special Activity Sheet #4: "Career Questionnaire" and have him survey three retail managers in the community. Ask him to select one manager in each of the three management levels from three different businesses.

Aside from the information requested, ask the student to ask the managers how they perform the four management functions of planning, organizing, directing, and controlling. Call the businessmen ahead of time to explain the purpose of the student's visit and to schedule a convenient time for the student to come.

2. Have the student select the area of retailing that is of most interest to him, whether it be an activity such as buying or a business such as a door-to-door vendor. Ask him to develop a career manual on the job progression from career entry to management in that area. Ask him to include the career titles, job descriptions, activities performed, and requirements necessary for each career in the job progression. In this career manual, he should include the management career opportunities and the four major functions performed by each, giving specific examples for each career.

SPECIAL ACTIVITIES



Choosing a career which will give you job satisfaction for the rest of your life may well be the most important decision you will ever make. You must make this decision carefully and wisely. You will find almost limitless job opportunities in the field of marketing.

Most young people entering the labor market today will change jobs from three to twelve times during their lifetimes. There are many reasons why workers change jobs: personality problems, health, financial, improper training, job obsolescence, work adjustment, advancement, and in many cases a poor career choice by the worker.

To make the right career decision, you must match your interests, aptitudes, values, and personal qualities with an occupation needing your abilities and rewarding your interests. Select three careers in which you think you might be interested. Check the *Dictionary of Occupational Titles*, *Encyclopedia of Careers and Vocational Guidance*, the *Occupational Outlook Handbook*, *Handbook of Job Facts*, and other career information sources that are available to you. Investigate each career thoroughly and choose the one which seems to match your talents, values, and interests, as well as provide a challenging, interesting, and satisfying career. Remember that this decision must satisfy your long-term goals.

First career choice _____

Second career choice _____

Third career choice _____

Career Title	Age	Sex
Educational Qualifications		
Career Experience Required		
Personality Traits Necessary		
Physical/Health Requirements		
Special Requirements		
Working Conditions		
Occupational Rewards		
Advancement Opportunities		
Occupational Outlook		
Occupational Tasks Performed		

CAREER INTERVIEW

#3

Student's Name: _____ Date: _____

Name of person interviewed: _____ Business: _____

Questions to be asked by person conducting the interview:

1. What is your career title? _____
2. What tasks do you perform on your job? _____

3. What educational training and occupational experience is needed?

4. What personality traits are most important in your field?

5. What skills and knowledge are required in this occupation?

6. How would you describe the working conditions of your job?

7. Could you tell me the approximate starting salary of workers in your occupation?

8. What are some of the fringe benefits and rewards offered by your company?

9. What do you consider the major advantages of your career?

10. What are the major disadvantages of your occupation?

11. What are the advancement opportunities in your occupation?

12. Is the employment outlook in the future good for this career?

CAREER QUESTIONNAIRE

#4

1. Name: _____
2. Employer: _____
3. Job Title: _____
4. Address: _____
5. Job Duties: _____
6. How did you get your job or the job leading to it?

_____ Public employment office	_____ Newspaper want ads
_____ Private employment office	_____ DE Coordinator
_____ Friends and relatives	_____ Personal application
7. What type of training did you receive before going to work full-time?

_____ Less than high school	_____ Junior college (2 years)
_____ High school	_____ Senior college (4 years)
_____ Vocational school	_____ On-the-job training
8. Did your employer provide a training period?

_____ Yes	_____ No	How Long? _____
-----------	----------	-----------------
9. How well did your school subjects prepare you for the job?

_____ Very great	_____ Good	_____ Moderate	_____ Very little
------------------	------------	----------------	-------------------
10. What type of grades did you make in high school?

_____ Above average	_____ Average	_____ Below average
---------------------	---------------	---------------------
11. Which high school subjects do you feel best prepared you for your job?

12. Which high school subjects were least helpful in preparing you for your job?

13. How do you like your job?

_____ Like it very well	_____ Dislike it somewhat
_____ Like it fairly well	_____ Dislike it a great deal
14. What aspects of your job do you like the most?

15. What aspects of your job do you dislike the most?

16. Would you be willing to visit our Career Exploration class and answer questions about your career?

CAREER SURVEY

1. Name of firm: _____
2. Type of business: _____
3. Number of employees: _____ 4. Person surveyed: _____
5. Please identify the types of jobs found in your business.

6. Is part time or summer employment available for high school students?

7. What fringe benefits such as vacations, insurance, retirement, etc., are offered?

8. What type of education or special training is required for securing a job with your organization?

9. What tests or licenses are needed in your business?

10. What qualities do you look for in considering a person for employment?

11. Would you or a representative of your business be willing to participate in a Career Day program or speak to our class about your firm?

12. What is the future occupational outlook for careers in this business?

CAREER TRIP REPORT

Name: _____ Date of Field Trip: _____

Place visited: _____

List some of the occupations which you observed:

_____	_____
_____	_____
_____	_____

List specific activities in which persons in each of these occupations were engaged:

_____	_____
_____	_____
_____	_____

List skills which are required for workers in these occupations:

_____	_____
_____	_____
_____	_____

What education training and career experience is needed in these jobs?

_____	_____
_____	_____
_____	_____

Which of the jobs or activities did you find most interesting?

_____	_____
_____	_____

Which of the jobs or activities observed did you find least interesting?

_____	_____
_____	_____

Did the workers seem to enjoy their jobs?

Would you recommend this career trip to other students? Why or why not?

QUIZ SHOW

#7

GAME ACTIVITY (Large Group)

Based on "Hollywood Squares" TV Show*

- 9 – Panelists representing each square
- 2 – Contestants (x and o) to start
- 1 – Moderator
- 1 – Scorekeeper
- 2 – Judges
- 3 – Authorities (make up questions)
 - Additional contestants (remaining students)
 - All students submit 10 questions each

1	2	3
4	5	6
7	8	9

Directions

1. Each panelist represents one of the nine squares.
2. Authorities prepare final copies of questions and answers.
3. Judges and moderator receive copies of the questions and answers.
4. Two contestants are selected to represent x and o.
5. Game is begun by flipping a coin to determine which contestant receives the first question. Each succeeding game is begun by the winner of the previous game.
6. Moderator asks the contestant which panelist (representing a square) he wants to answer the question. Moderator reads the question to the designated panelist who responds with an answer. The contestant must then decide whether or not the panelist has given a correct answer. If the contestant is correct in agreeing or disagreeing, he receives his "x" or "o" in the appropriate square.
7. If the contestant is incorrect in evaluating his selected panelist's answer, his opponent earns the square. The third "x" or "o" however, must be earned by a contestant to win the game and not by an incorrect answer of his opponent.
8. A contestant wins a game by securing three "x's" or "o's" in a row, across, down, or diagonally or five "x's" or "o's" if three in a row cannot be obtained.
9. The winner continues another game. The loser is replaced by a new contestant.

*Developed by and reprinted with the permission of Barbara J. Wilkie

A colorful flutter of shapes and styles, mobiles are an interesting, fun method that can be used most effectively to introduce, emphasize, and reinforce significant terms which you want your students to remember. Whether you want to stress the basic steps in selling, the major functions in marketing, or the kinds of customer services—a bright, floating mobile cluster is just the approach to use for your “daydreamer” or “sleeper” student.

Time, as always, is an important factor to consider. Alternatives to creating an original mobile are available for those of you who are not artistically inclined nor have the time to spare. First, a variety of plastic or paper mobiles can be located in many novelty or department stores ranging in price from \$1.00–\$3.00. The shapes of an individual mobile's pieces may be traced onto construction paper, posterboard, or cardstock. The desired terms, illustrations, phrases, etc. can then be depicted on each outlined piece.

After each shape has been cut out, glue or tape it to the purchased mobile. Since most of the manufactured cluster mobiles are multicolored, the message or illustration on the solid colored paper is easier to read, as well as a contrast to watch as the mobile floats. A variety of different solid colors which blend with those colors in the purchased mobile is usually the most effective choice, and messages in red or black seem to attract more attention.

Another alternative for the economy-minded folks is to purchase mobile paperback books. These booklets are currently available in many variety and drug stores, including Eckerd's Drug Stores, McCrory's, and Woolworth's at price ranges of \$.39–\$.99. One of the better buys presently available is “Bright Butterflies” priced at \$.39 published by Whitman Co. This particular booklet contains a total of 36 pieces with instructions for assembling the sections. All or part of them may be used as is or with a backing as was described in the above paragraph. Usually, four to eight pieces in a mobile cluster are most effective in achieving your educational aim or purpose.

In assembling a mobile, many types of string may be used. Kite string or nylon fishing line are often used. Magic markers can be employed to make the line more attractive. Ordinary knitting yarn or sewing thread make an excellent finishing touch to your project. Solid colors or multicolored yarn may be purchased at almost any variety, department, or fabric store for \$.39–\$.59 to make approximately ten mobile clusters, depending upon their size.

Support wire for the mobile may consist of floristry wire, chicken wire, or coat hangers. Generally, floristry wire can be purchased from a local florist for 2¢–3¢ per foot.

Making mobiles can be an interesting learning activity for students. Why not let them each create a mobile for some unit. Terms and illustrations involved will reinforce information to the individual student as well as to other classmates when it is hung in the room.

*Developed and reprinted with the permission of Miss Barbara J. Wilkie.

PERSONAL CAREER ANALYSIS

#9

Analyze your career using the following questions as guidelines. Reflect your views for each of them on the lines provided.

1. Age: How old must I be to enter the occupation?

2. Sex: Is this an occupation in which others of my sex are normally employed?

3. Do I have the necessary physical or health requirements? Can I get them?

4. What personality traits do I have that would help me in this career?

5. How could I enter this occupation—education, experience, personal qualities, special requirements? Am I willing to obtain them?

6. What subjects in school would help me most to prepare for this career?

7. What are the local opportunities for this job? Am I likely to find a job opening in small towns as well as cities?

8. Interest: Do I possess this interest? If not, could I develop interest in this type of work?

9. Values and Attitudes: Does anything about this job violate values and attitudes have about people and work? If so, could I adjust to situations that required that change my values and attitudes?

10. Would I be happy doing this kind of work? Why or why not?

Purpose

Attached is a personality questionnaire that can be used to achieve several objectives.

It provides you and other students with a better knowledge and understanding of the students in the class.

It gives you information for final reports.

It aids the expression of the individual's personality.

So many students know very little about each other and are acquainted with their own select group. Oftentimes they do not even know their classmates' full names.

Preparation

Have each student bring a picture of himself to class. It may be either a school picture or a snapshot.

Have each student fill out the personality questionnaire. Collect the questionnaires and attach the pictures to them.

Review the questionnaires and decide the order in which you will present students according to their responses.

Procedure

Allow a couple of minutes at the beginning of each period to introduce the "Personality of the Day." Begin by telling the class something about the person without revealing his name. Be selective in your information so as not to embarrass the student. Keep in line with such statements as, "This personality would like to be a fashion buyer and really likes working with people," or "This person says he is afraid of snakes and the dark."

Then let the students try to identify the person. Follow this with a BIG introduction, announce the student's name, and reveal his picture (tacked on a poster behind a portable screen or whatever method you devise). Applaud the person and have him or her sit in the "Honored Chair or Desk." You will find the first few students to be shy and embarrassed to have their pictures on display. You can overcome this by praising the person and complimenting the picture and keep right on moving to the next part of the day so as not to lag after the introduction.

*Developed and reprinted with the permission of Mr. Bruce Baptist.

PERSONALITY QUESTIONNAIRE*

#11

Complete the following sentences about yourself and your particular personality. Be certain that you write in complete sentences.

1. I would like to be a _____
2. I feel proud when _____
3. The future looks _____
4. I wish my parents _____
5. To me school _____
6. People think I _____
7. On weekends I _____
8. I hope I'll never _____
9. I wish people wouldn't _____
10. When I finish school _____
11. I'm afraid of _____
12. Comic books are _____

*Developed and reprinted with permission of Mr. Bruce Baptist

13. When I take my report card home _____

14. I am at my best when _____

15. Most brothers and sisters _____

16. I don't know how to _____

17. I often worry _____

18. I wish I could _____

19. I look forward to _____

20. I wish _____

21. My age is _____

22. My address is _____

23. I will be a success if _____

24. My best quality is _____

25. If I worked in retailing _____

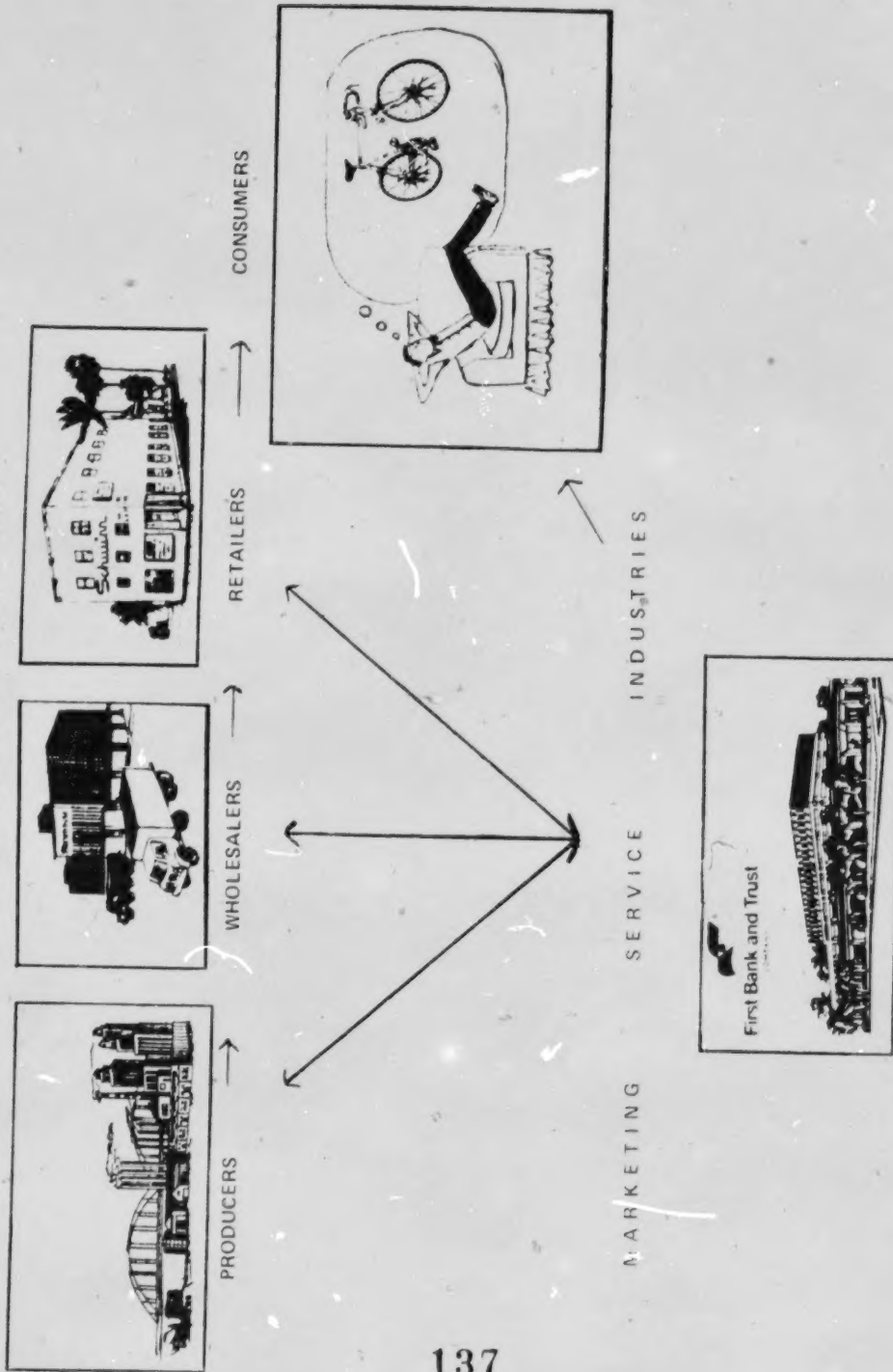
This course is about the creation of a model retail store in miniature right in the classroom. "THE STORE" should be built by the students as they progress through the course. The following recommendations are given for your consideration.

1. Conduct a field trip to a large department store at the very beginning of the course. Assign each student a major activity and job to observe while on the tour. A list of prepared questions for which each student would seek answers would be helpful. While on the tour, take a complete set of color slides which can be used for review purposes throughout the course.
2. In constructing the store, use large corrugated cardboard cartons; e.g., refrigerator, range or appliance boxes.
3. Use one box for each department as you progress through the course.
4. Encourage the students to plan the physical facility for each department, including activities performed, facilities required, jobs performed and materials needed.
5. Encourage the students to use ingenuity in using "odds and ends" in furnishing each department.
6. Use "paper dolls" or similar contrivances to represent employers in each department.
7. Put it all together after studying each department with students role-playing pre-employment and employment situations.
8. Explode the model store into full-size operation by having each student assume the identity of one of the employees studied.
9. Bring in as much realism and detail as possible and practicable.



Student Handouts

JIGSAW PUZZLE: HOW TO GET IT THERE



#1

Marty slipped into his car seat and cranked the engine. As he drove down the main street, he gazed into the store windows. He had been looking for a new suit to wear when he went applying for a job next week. Marty had decided that he wanted a career in marketing. As a consumer, he had been in the habit of buying goods and services for his use, not for resale. Now, he wanted to pursue a career in marketing.

Marketing. That's a heavy sounding word, he thought. But it's not hard to understand. Marketing involves all the activities necessary in getting or distributing goods and services to consumers or businesses. It is concerned with buying the materials, machinery, and manpower needed for production or operation, but not with the actual production or processing of a product. It includes product planning and research, as well as all the activities necessary to get the goods from the producer to the consumer.

Marty turned on the radio and listened to his favorite rock station. Gee, he thought, I really don't know whether I want to work for a producer, a wholesaler, a retailer, or a marketing service industry. He laughed to himself. A year ago, he didn't even know what those words meant. He turned onto the interstate and settled back for his hour drive thinking about the different kinds of businesses in which he could launch his marketing career.

Producers (Manufacturers, Converters, Farmers, Miners, etc.)

All goods must first be produced. Vegetables, fruits, and meats must be grown on a farm. Many foods must be processed in a cannery. Clothes that we wear have to be made in a factory. Our cars and bicycles have to be manufactured using an assembly line. Oil wells are drilled; refineries convert it into the gasoline and fuel oil we need. Coal is extracted or taken out of mines to provide heat and energy. There are all kinds of opportunities with producers.

It's not always practical to get the things we want or need directly from the producer, Marty said to himself. Consumers obtain products in one of many ways. If a person can't buy goods directly from the producer, he usually buys them from a local retail store. The retailer may buy those goods, such as the clothing items, directly from the factory, or producer. Sometimes, he may get them from a wholesaler. The wholesaler provides fast delivery and many services to all kinds of businesses, but especially to smaller retail stores. Marketing service industries provide services to all businesses, as well as to consumers.

Some, or all of these businesses can be involved in getting the goods from the original producer to the consumer. All the different paths that can be used are called the channels of distribution. Gee, Marty thought, I've got to review all I know about wholesalers, retailers, and marketing service industries so I can decide where I want to apply for a job.

Wholesale Businesses

Wholesalers buy from manufacturers or other wholesalers, and mostly resell their merchandise to the retailers. They must determine what the retailers want to buy and study the products

which the manufacturers have to sell in order to satisfy the retailers' demands and make a profit. Sometimes a representative acts for several manufacturers or wholesalers in selling goods and is called an agent. There are many different types of wholesalers—some carry a wide variety of merchandise, while others carry only a limited line of merchandise. Examples of wholesalers include:

General Wholesaler	Food Broker
Petroleum Jobber	Drug Wholesaler
Automobile Parts Distributor	Building Supply Wholesaler

Look in your local telephone directory. How many different types of wholesalers are located in your community? What type(s) of product(s) do they carry? What kinds of businesses do they service?

Retail Stores

Retail stores buy their merchandise from the wholesalers or from the manufacturers or both, and resell them to the ultimate consumer, namely you. Department stores, such as Sears, Penney's, and Ward's are quite large and carry a wide variety of merchandise. Other retail stores carry a particular line of merchandise such as:

- | | |
|------------------------------------|-----------------------------|
| 1. Apparel and Accessories | 5. Home Furnishings |
| 2. Automotive Parts | 6. Petroleum Products |
| 3. Groceries and related items | 7. Farm and Garden Supplies |
| 4. Hardware and Building Materials | 8. Musical Equipment |

Think about your home town for a moment. Can you identify a large department store that carries a wide variety of merchandise? Can you identify a store in your town for each of the products given above?

Marketing Service Industries

Marketing service industries provide a service either to the consumer, namely you, or to another business. The services they provide to you may help to make your life more pleasant, more enjoyable, or more secure. The services which they provide to another business enables that business to carry on its operations and, therefore, meet the demands for its products and/or services. Examples of marketing service industries include such businesses as:

- | | |
|--------------------------------|------------------------------|
| 1. Advertising Agencies | 6. Newspapers and Publishers |
| 2. Banks and Finance Companies | 7. Insurance Companies |
| 3. Movie Theatres | 8. Real Estate Agencies |
| 4. Stock Exchanges | 9. Travel Agencies |
| 5. Restaurants and Hotels | 10. Transportation Companies |

Again, think about your home town for a moment. What types of marketing service industries are located in your community? What types of services do each of these institutions provide?

Marty muttered to himself, "Wow, this really blows my mind." There are so many different types of marketing businesses in which I could work. Let me see if I can briefly cover the main points I just reviewed.

Marketing Review

1. The business which grows, harvests, processes, or manufactures a product is known as the _____.
2. The business which sells goods directly to the consumer is the _____.
3. The business which sells services to other businesses as well as to the consumer is the _____.
4. The business which serves as a middleman between the manufacturer and the store where a customer buys it is the _____.
5. A person who buys a product from a store for his own use is a _____.
6. The flow of goods from the producer to the consumer occurs in the _____.
7. A businessman who may represent more than one manufacturer or wholesaler in selling to the retailer is known as an _____.
8. Draw three channels of distributing using P for Producer, W for Wholesaler, R for Retailer, C for Consumer, and S for Marketing Services. Draw arrows between the letters to show the flow of goods from one component to another, beginning with the producer and ending with the consumer. Three blanks are provided for each of the channels. An example might be: P- R- W- C.

9. The channel which is most frequently used is: _____.
10. All of the activities involved in acquiring and distributing goods or services to businesses or consumers is called _____.

MARKETING MATCH

#3

Participants

1 Emcee/Judge

2 Players

1 Scorekeeper

Directions

This game activity may be used to introduce marketing functions, as well as to reinforce or review the eight basic marketing activities and the coordinating element of management. For understanding of the terms and reinforcement purposes, the students should explain the terms as described herein. Develop cards with each of the following terms written on one side of them, so that you have two cards for each term or a total of twenty cards. On the back of each card, place a number from 1-20 so that each card has a different number. Alternate the numbers on the cards so that there is no special pattern relating to the marketing functions and management.

Place the cards on a table with the numbers facing up so that there are four rows of five cards with 1-5 on the first row, 6-10 on the second row, etc. Have the two players or teams flip a coin to determine who shall begin the game. A student will select two numbers. When he has two identical terms, he must give the explanation or definition of the term to win a point for himself or his team. A simple match of the two identical terms does not earn a point. The exception applies if a student picks a free match card and a term, he does not have to give the definition and receives a complimentary point. The game is won by the person or team receiving the most number of points.

Make two cards each of the following terms to form one set:

MARKET RESEARCH (MR)
BUYING (BU)
STORAGE (ST)
RISK (RI)
MANAGEMENT (MG)

STANDARDIZATION (SN)
SELLING (SE)
TRANSPORTATION (TR)
FINANCE (FI)
FREE MATCH (FM)

It is suggested that a teacher have several sets made up so that terms are in different orders and can be used on a rotation basis. A runoff could be played with the top scorers in the class if the entire class has been involved in playing the game.

Sample Gameboard

1	2	3	4	5	MR	BU	ST	RI	MG
6	7	8	9	10	FM	FI	TR	SE	SN
11	12	13	14	15	MG	SN	RI	ST	MR
16	17	18	19	20	BU	TR	FI	SE	FM

If the gameboard is to be used by two teams, a bulletin board or pegboard may be employed. Pieces of construction paper arranged on the board and held by hooks or thumbtacks would allow easier viewing for larger numbers of students.

MARKETING RESEARCH	FINANCE	STANDARDIZING	SELLING	BUYING
MANAGEMENT	RISK	TRANSPORTING	STORAGE	FREE MATCH
STANDARDIZING	SELLING	MARKETING RESEARCH	FINANCE	STORAGE
BUYING	TRANSPORTING	FREE MATCH	MANAGEMENT	RISK

#3

Marty listened to the radio announcer say, "Train for a marketing career by signing up with your high school Distributive Education Coordinator or with your junior college Marketing Management Coordinator." Marty smiled. He had signed up a year ago. Last year he had gotten classroom instruction about marketing by working in a model business set up right at school. Now, he was ready for the real thing! He was going to train on-the-job, as well as study at school. He would train in the afternoons, get course credit, and earn money all at the same time.

Marty remembered his teacher-coordinator saying that all careers in marketing could be classified into one of the eight basic marketing activities or functions. Marketing is a big area of importance. More than half of the American workers are employed in a marketing or marketing-related job. All of these jobs can be put in one of the eight marketing functions or activities. Management is concerned with all eight marketing functions, and serves as a coordinator of all of the activities or functions in all kinds of businesses and industries.

Marketing Research

An interesting function of marketing is Marketing Research. Marketing researchers try to find information about the way a business operates or the products a customer wants to buy so that good decisions can be made in running the business. Also, Marketing Research is used to find out what kinds of people would want to buy a certain product. For instance, a new product could be designed and produced, but after a market research project is carried out, the results may show that no one would buy that new product if it was produced in large quantities. So the question would be, why produce the new product if no one would buy it? To find out this kind of information is the purpose of Marketing Research.

Standardization

A most important marketing function is Standardization. It involves the setting of limits or standards for products and services that are produced or distributed. This includes labeling products, such as food, so we know what they contain. It also provides for inspection of goods to see if they meet the standards which have been set for quality, performance, appeal, etc.

Buying

We, as consumers, usually think of buying in terms of purchasing a record or buying insurance. Businesses buy too. Buying is the marketing function that supplies a business with the necessary materials, machinery, and manpower that is needed for business operation or production.

For instance, a fashion buyer in a department store buys fashion clothing from a clothing wholesaler that she thinks that her department store's customers will buy. She is buying the clothing not to wear herself, but rather to resell them to the department store's customers.

Selling and Promotion

Selling is probably the most familiar function of all eight marketing functions. Many people confuse Selling and Marketing. They are not the same. Selling concerns itself with helping customers select those goods and services which will satisfy their *wants* and *needs*. Selling also involves promotional aids to persuade and inform customers.

For instance, if you *want* a bicycle, you can go to a department store or a bicycle shop and have a salesman show you the different styles, colors, and features of their selection of bicycles. By doing this, the salesman can help you satisfy your *want*. If you *need* a new shirt or knit top to wear to school, a salesperson will show you different styles, colors, and fabrics to help you make a choice thus helping you to satisfy a *need*.

Sales Promotion helps the marketer to let consumers know that he has a product to sell. Advertising is a Sales Promotion activity. Advertising uses newspapers, magazines, radio, television, billboards, and mail-out flyers to tell their message. Another Sales Promotion activity is Display. The activity of Display uses a real-life set-up like a window display in a business or store, to show off the goods that it has for sale. Many other promotional and publicity methods are used such as coupons, trading stamps, and contests.

Storage

Storage provides the time and physical space necessary to house merchandise until it is needed for industrial purposes or distribution to consumers. Many businesses have their own stockrooms or warehouses. Others, especially smaller businesses use wholesaler's warehouse facilities.

Transportation

Transportation provides the service of physically moving property or people from one location to another. Businesses and people use different ways to get to various points. Time and cost are big factors in deciding whether to use a train, a plane, a bus, or a truck. Many products are transported by water on barges or freighters. Pipelines are transporters for oil and water.

Marketing Risks

All businesses and individuals, like you, must face risks. Risks are the chances or possibilities of financial loss to people or property. These are losses caused by unforeseen or uncontrollable factors. Every time you get into a car, you are taking a chance (assuming a risk) that you will be in an automobile accident. A business takes risks in many ways, such as in ordering the merchandise that customers will buy or in trusting that employees will be honest. As we will see later, some risks cannot be avoided by the businessman, but there are ways in which he can reduce the chance that he will have a loss.

Finance in Marketing

Finance activities supply the money necessary for operation of all marketing and production activities by a business, as well as for the purchases of goods and services by consumers. In a business, the financial advisors must figure all costs including machinery, materials, manpower, and buildings to determine how much money is needed. As we will discuss later, many sources are used by businesses and consumers to obtain money that is needed.

Marketing Management

As we mentioned before, management is not a separate marketing function or activity unto itself. Rather, it is part of all the other functions. It serves as the coordinator of all marketing activities. Each department or division in a business may have a manager, as well as an overall manager or executive who coordinates all resources (people, property, activities, etc.) by planning, organizing, directing, and controlling all activities in order to meet the goals of the business, and thereby make a profit.

Marty pulled into his driveway. He wasn't sure if he wanted the responsibility of being a manager or executive one day. Besides, everybody can't be a chief. But he knew there were many, interesting, challenging careers to choose in Marketing. But in which area of Marketing—Marketing Research, Buying, Standardization, Selling, Storage, Transportation, Risk, or Finance? I think I'd like to start working with stock in a warehouse or storeroom, so I can find out more about the merchandise and behind the scenes. Then, I might go in to selling. I like people. Who knows, maybe one day I will be a manager . . .

Marketing Activities Overview

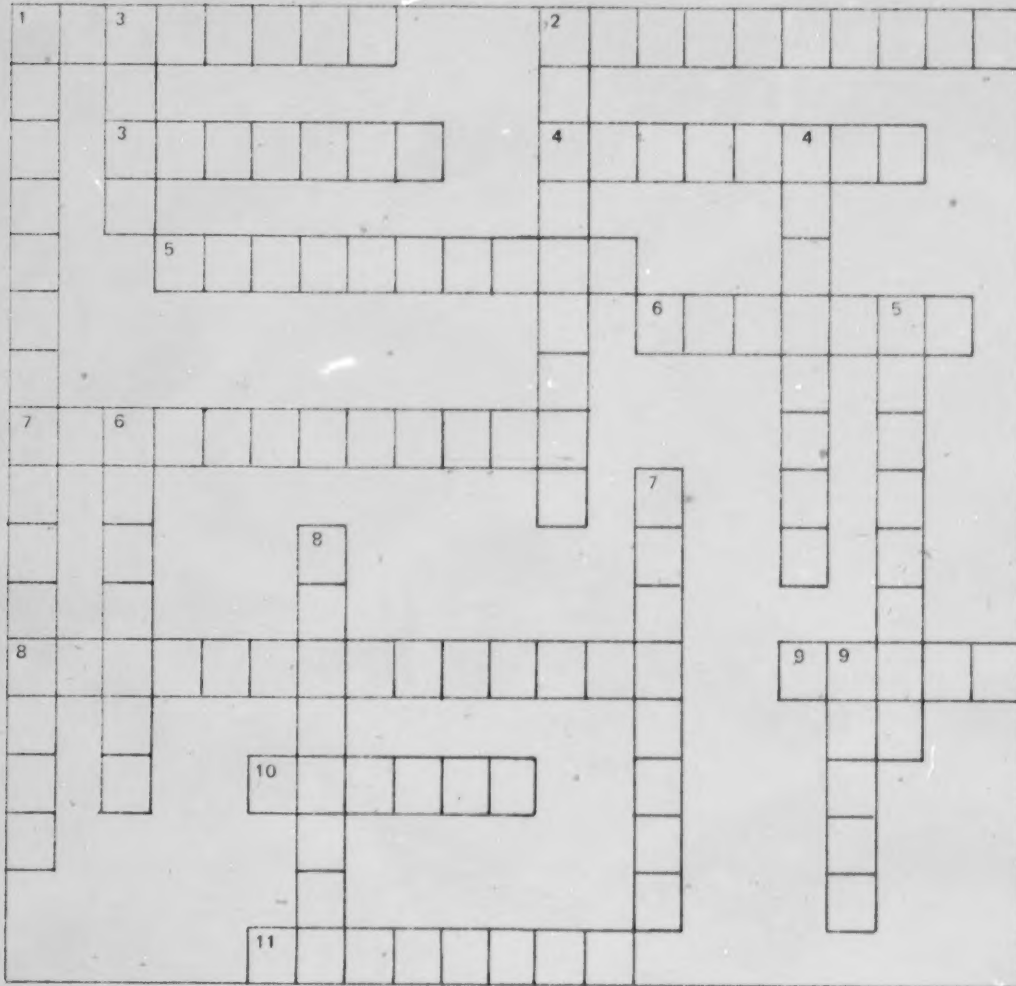
1. Finding out what people like or dislike about a product is the purpose of the _____ function.
2. Setting values or limits for products and services is undertaken by those involved with the _____ function.
3. Purchasing goods for resale or business use is known as a _____.
4. Helping to satisfy a customer's wants and needs is the job of the _____ function.
5. Advertising and display are promotional activities involved in the function of _____.
6. Providing the time and space needed for merchandise until it is needed is the responsibility of the _____ activity.

7. The physical movement of products from the producer to the consumer is part of the _____ function of Marketing.
8. The chances of loss to a business or person by unforeseen or uncontrollable factors are handled by the _____ function.
9. The _____ activity of marketing supplies the money that is necessary for a businesses' operations or a consumers' purchases.
10. Controlling and directing all marketing activities is the responsibility of _____.

MARKETING CROSSWORD PUZZLE

#5

Read each description of a marketing term across and down on the next page. Select the correct word from the list on the bottom of this page and place that term in the appropriate blanks of the puzzle.



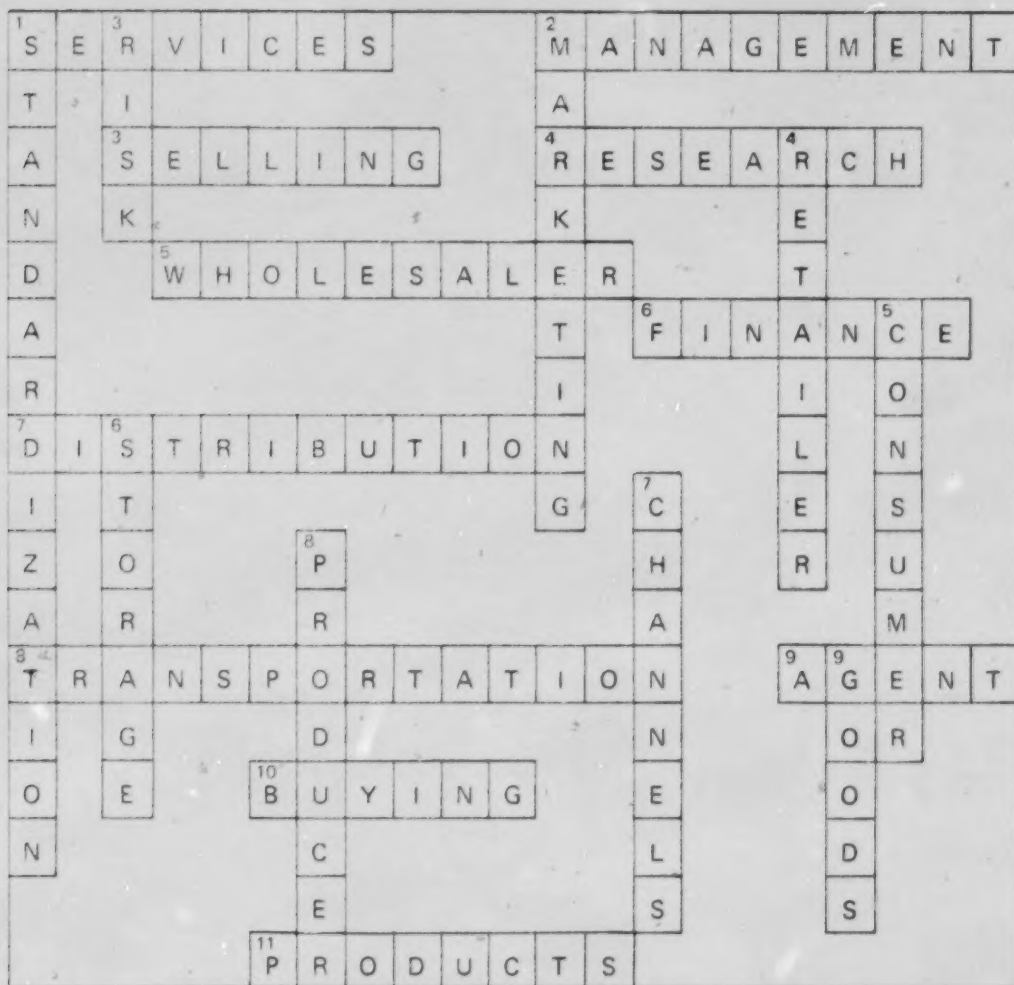
Agent
Buying
Channels
Consumer
Distribution

Finance
Goods
Management
Marketing
Producer

Products
Research
Retailer
Risk
Selling

Services
Standardization
Storage
Transportation
Wholesaler

#5



Across

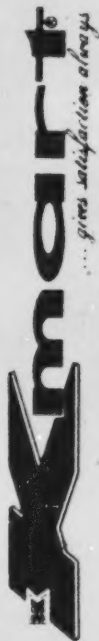
1. Buy from and sell to manufacturers, wholesalers, and retailers, as well as to consumers.
2. Serves as a coordinator for all marketing activities.
3. The process of assisting or persuading a customer to make a wise buying decision through personal contact or sales promotion materials.
4. Involves the gathering of information so that marketing managers can make sound decisions and solve marketing problems.
5. Acts as a middleman in distributing goods between the producer and the retailer.
6. Deals with funds necessary for business operations and customer purchases.
7. Includes all marketing activities in the merchandising and supplying of goods and services.
8. Provides the service of physically moving property and people from one location to another.
9. Represents more than one producer in selling goods to businesses for resale to customers.
10. Supplies a business with the necessary materials needed for its use or resale to another business or consumers.
11. Goods or merchandise are often called this.

Down

1. Involves setting values or limits for the goods and services, as well as the inspection and labeling to check conformity.
2. Includes all the activities involved in acquiring and distributing goods and services for processing, business use, or personal consumption.
3. Are possibilities of financial loss to people or property by unforeseen or uncontrollable factors.
4. Sells goods directly to the individual consumer, may buy goods directly from the manufacturer or producer, from a wholesaler, or from a special agent.
5. One who purchases goods and services for use, not for resale.
6. Provides the time and space necessary to house merchandise until it is needed for industrial purposes or distribution to consumers.

7. The paths or ways in which products are gotten from the producers to consumers.
8. May be a manufacturer, converter, or an extractor (mining or agriculture).
9. Products that have value are often called this.

RETAIL SHOPPING SQUARE



Home of
Satisfaction First

BURDINE'S

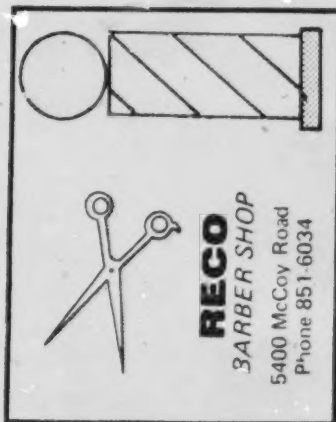


ICS
INTERSTATE
CATALOG
SALES



KING
MOTOR CENTER

COUNTRY STORE



JEWELERS
Gordon's
LOVE IS WHAT WE'RE ALL ABOUT

TG&Y

RETAILING*

#7

Unscramble each of the letter groups below to reveal a type of retail business. Remember that in some instances the group of letters are more than one word.

1. S I N D O C U T
2. P E R N A M D T E T
3. P E S Y I T C A L
4. L A R E G E N
5. P U S K R E T E R I A M
6. R A T V E I Y
7. D R E O R L I A M
8. N O C N E V N E C I E
9. T A C I O U N
10. R E N D O V M O T A C I O U T
11. T E N I R T A I N
12. N E I L G I L N E S
13. O D O R O T R O D O
14. D E I S D A O R
15. V E I C R E S S E R P A N O L

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RETAILING - KEY

#7

Unscramble each of the letter groups below to reveal a type of retail business. Remember that in some instances the group of letters are more than one word.

1. S I N D O C U T	DISCOUNT
2. P E R N A M D T E T	DEPARTMENT
3. P E S Y I T C A L	SPECIALTY
4. L A R E G E N	GENERAL
5. P U S K R E T E R A M	SUPERMARKET
6. R A T V E I Y	VARIETY
7. D R E O R - L I A M	MAIL-ORDER
8. N O C N E V N E C I E	CONVENIENCE
9. T A C I O U N	AUCTION
10. R E N D O V M O T A C I O U T	AUTOMATIC VENDOR
11. T E N I R T A I N	ITINERANT
12. N E I L - G I L N E S	SINGLE-LINE
13. O D O R - O T - R O D O	DOOR-TO-DOOR
14. D E I S D A O R	ROADSIDE
15. V E I C R E S S E R P A N O L	PERSONAL SERVICE

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As an individual consumer, you may purchase goods from one of fifteen different types of retail businesses since it is not always practical to buy merchandise directly from a producer. As you can see from the list below, a retailer is not always a store where you go to shop. A retailer may come to your front door or he may move throughout a city on foot or by a motor vehicle. The retailer may be a vending machine or a mail-order house.

Many interesting career opportunities in marketing are available within all fifteen types of retail businesses explained below.

Auction—displays and sells goods one at a time to an audience (gallery) such as a resort gallery, antique gallery, automobile exchange.

Automatic Vendor—machines displaying, storing, and dispensing items, such as candy, cokes, and cosmetics.

Convenience Store—neighborhood business specializing in low-priced, frequently bought items, such as foodstuffs, health and beauty aids.



Department Store—large businesses which house a large selection of many kinds of specialty goods, such as Sears, Penney's, and Ward's.

Discount Store—offers a variety of merchandise at reduced prices, such as J.M. Fields, K-Mart, and Zayres.

Door-to-Door—products sold by salesmen periodically calling at homes, such as Fuller Brush, Amway Products, Avon Cosmetics.

General Store—handles an assortment of less expensive merchandise, as well as supply community services for mail and gatherings.

Itinerant—moving business which makes regular routes through a certain area of the city, such as milkman and ice cream vendor.

Mail Order—promotes and distributes merchandise by mail, such as book and record clubs, novelty catalogs.

Personal Services—provide special services to person or his property, such as dry-cleaning, appliance repairs, or car washes.

Roadside—open business accessible from highways, such as service stations, automobile dealers, fruit/vegetable stands.

Single-line Store—offer one line of merchandise, such as shoes, jewelry, and cosmetics.

Specialty Store—complete assortment of merchandise including fashion and staple goods for one type of merchandise, such as clothing, furniture.

Supermarket—sells a variety of foodstuffs including meats, produce, bakery, and dairy items.

Variety Store—self-service business offering a selection of less expensive dry goods, such as Woolworth's, Murphy's, McCrory's.

How many examples of each type of retail business can you think of?

Divisions or departments within retail businesses may incorporate several marketing functions or specialize in only part of one marketing function:

Buying—buying, standardization, marketing research

Shipping and Receiving—storage, transportation, standardization

Sales Promotion—specialized selling methods

Personal Selling—selling involving customer contact

Customer Service—all marketing functions

Credit and Control—finance, risk

Management—all marketing functions

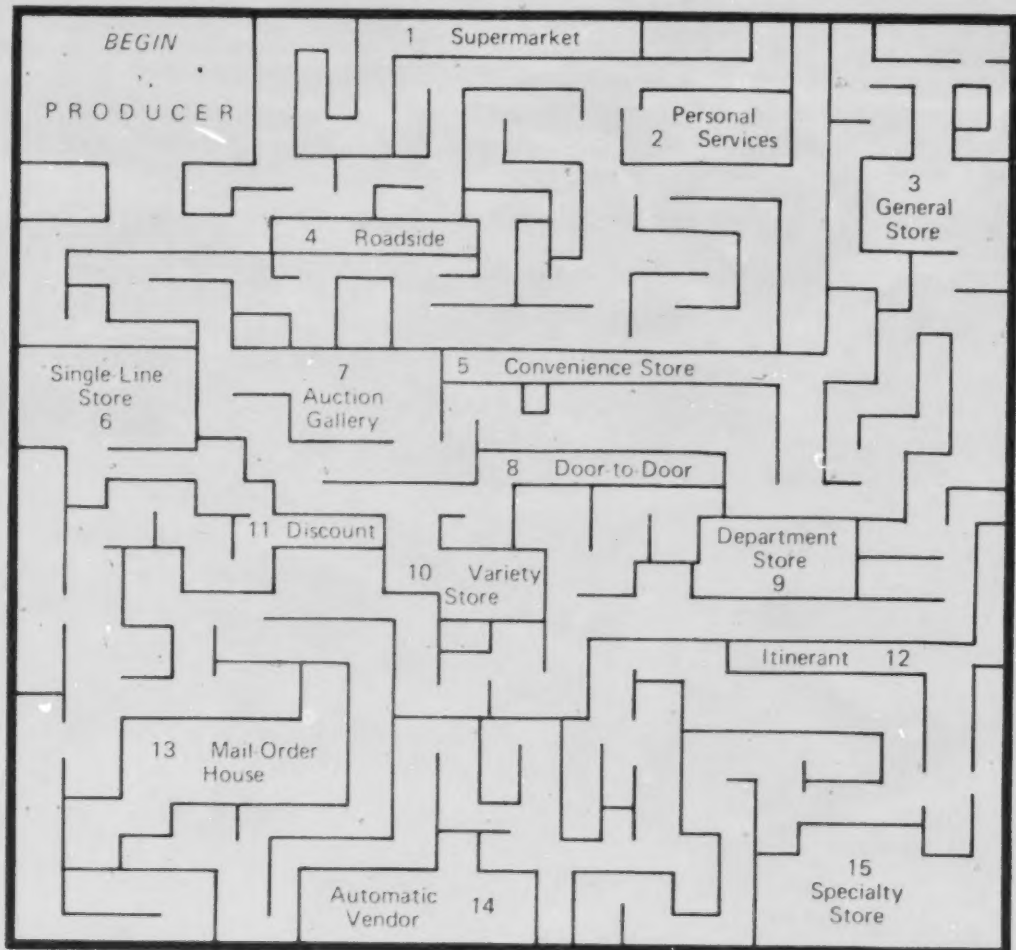
RETAIL RAMBLE

#9

A product is ready for distribution from its producer. This product is shipped directly from the producer to the retailer—but which one? The fifteen types of retail businesses are shown throughout the rambling course below. Can you find which retailer will receive it?

When you are finished, see if you can think of a local business that is an example of each type of retail business given, and write its name in the appropriate blank.

- | | | |
|----------|-----------|-----------|
| 1. _____ | 6. _____ | 11. _____ |
| 2. _____ | 7. _____ | 12. _____ |
| 3. _____ | 8. _____ | 13. _____ |
| 4. _____ | 9. _____ | 14. _____ |
| 5. _____ | 10. _____ | 15. _____ |



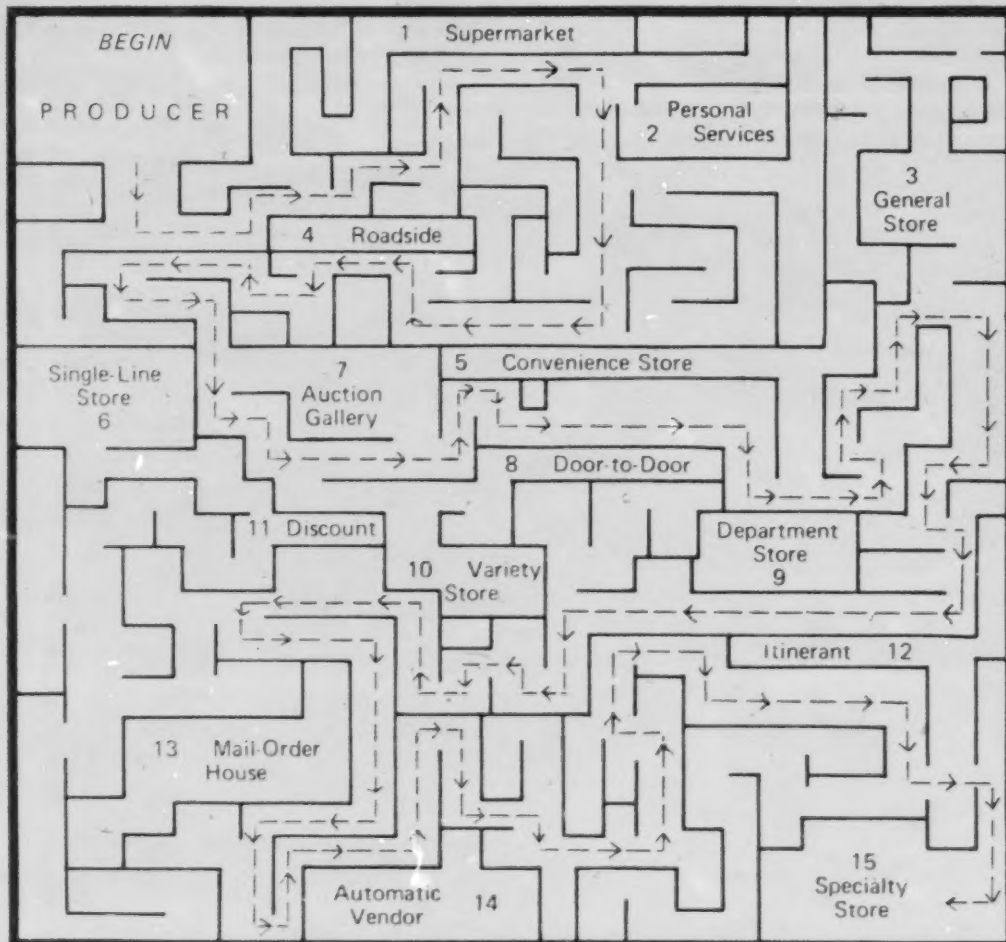
RETAIL RAMBLE – KEY

#9

A product is ready for distribution from its producer. This product is shipped directly from the producer to the retailer—but which one? The fifteen types of retail businesses are shown throughout the rambling course below. Can you find which retailer will receive it?

When you are finished, see if you can think of a local business that is an example of each type of retail business given, and write its name in the appropriate blank (answers will vary according to your community).

- | | | |
|----------|-----------|-----------|
| 1. _____ | 6. _____ | 11. _____ |
| 2. _____ | 7. _____ | 12. _____ |
| 3. _____ | 8. _____ | 13. _____ |
| 4. _____ | 9. _____ | 14. _____ |
| 5. _____ | 10. _____ | 15. _____ |



Participants

- 9 – Panelists representing each square
- 2 – Contestants (x and o) to start
- 1 – Moderator/Judge
- 1 – Scorekeeper

Directions

1. Have each student submit 9 questions, one for each of the marketing activities.
2. Each panelist represents one of the nine marketing activities in a square.
3. The moderator/judge and panelists receive copies of the questions and answers.
4. Two contestants are selected to represent x and o.
5. The game is begun by flipping a coin to determine which contestant receives the first question. Each succeeding game is begun by the winner of the previous game.
6. Moderator asks the contestant which panelist (representing a square) he wants to answer the question. Moderator reads the question to the designated panelist who responds with an answer. The contestant must then decide whether or not the panelist has given a correct answer. If the contestant is correct in agreeing or disagreeing, he receives his "x" or "o" in the appropriate square.
7. If the contestant is incorrect in evaluating his selected panelist's answer, his opponent earns the square. The third "x" or "o" however, must be earned by a contestant to win the game and not by an incorrect answer of his opponent.
8. A contestant wins a game by securing three "x's" or "o's" in a row, across, down, or diagonally.
9. The winner continues another game. The loser is replaced by a new contestant.
10. If neither contestant secures three "x's" or "o's" in a row, the contestant with five "x's" or "o's" is declared the winner.
11. Scorekeeper should write each of the nine panelist's names in the square that he represents. Games may be played on the blackboard or an overhead projector.
12. Remaining students should replace losing contestants until all students have participated.

GAMEBOARD

Marketing Research	Buying	Management
Selling	Standardization	Risk
Finance	Storage	Transportation

MARKETING ACTIVITIES IN RETAILING

#11

Read each of the following retailing situations and decide which marketing function or activity is described. Place your answer in the blank to the left of each situation.

- | | |
|---|--|
| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <ol style="list-style-type: none"> 1. Pam was gathering information about customer likes for candy by calling on the telephone. 2. George inspected the boxes as they were loaded on the delivery trucks. 3. Marcia ordered 150 new spring dresses for her fashion boutique. 4. Chuck helped his customer select stereo speakers for his sports car. 5. Melvin drove the truck with the shipment of furniture to the customer's house. 6. Paul unpacked the boxes and placed the cans on the stockroom shelves. 7. Judy was taking a chance that the new shipment of goods would sell. 8. Ben assisted the customer in selecting the lawnmower which would best cut his kind of grass. 9. Sarah finished putting the new display props in the window. 10. Harold called all department heads together to plan activities for the upcoming year. 11. Melanie was gambling that the records would sell before the bill was due. 12. As the comptroller, Paul estimated the money needed to finance the new business expansion. 13. Nell decided to place a full page ad in Sunday's newspaper as a part of the ad campaign he planned. 14. Ed called a meeting to talk to all of his employees about the new policies he had just established. 15. Tish checked the rows of games on hand in the stockroom to prepare for the mail orders that arrived. |
|---|--|

MARKETING ACTIVITIES

Marketing Research
Buying
Standardization

Selling
Storage
Transportation

Finance
Risk
Management

BUYER'S BINGO

#12

Participants

1 Caller

1 Checker

Class Players

Preparation

Duplicate copies of the gameboard on the following page so that each class player has a card. Prepare a class set with the buying careers arranged in various orders or have the students select their own careers and write them in the appropriate column of the card.

Have students collect scraps of paper, cardboard, or plastic for markers. Bottle caps, buttons, or paper clips are some items which may be used to mark the squares as the game is played.

Type or write the various buying careers on slips of construction paper or cardstock. Place these face down in a cardboard box, a jar, or any similar container from which the caller may draw the slips in the game.

Directions

Distribute one game card to each student. If the card is not already completed with buying careers, have each student select three buying careers for each of the columns. Be sure the careers are in the correct career level column. Give each student nine markers for his card.

The caller will mix the slips of paper in the container. He will draw a slip and read off the buying career title and its career level. If a student has that career on his card, he places a marker on that square. The first student to cover three squares in a row across, down, or diagonally wins the game.

After a player has won a game, all markers are removed from game cards, and a new game begins. Rewards or prizes may be given for each game played as well as to the champion if a student should win more than one game during the class period.

Buying Careers

Job Entry

Comparison Shopper
Product Tester/Sampler
Salesclerk
Stockclerk
Groceryman
Telephone Surveyor
Personal Interviewer

Advanced Career

Assistant Buyer
Buyer Trainee
Department Head
Marketing Research Trainee
Merchandise Distributor
Salesman

Management/Specialist

Resident Buyer
Merchandise Manager
Head Buyer
Specialty Buyer
Dealer
Food Broker
Marketing Research Analyst

Buyer's Bingo Gameboard

#12

Management	Advanced	Job Entry

162

168

BUYER'S SEARCH

#13

Listed below are 21 retail buying careers grouped under three career level headings. The Management/Specialist Careers are highly skilled and experienced personnel who supervise and direct employees or provide important information to management. The Advanced Careers include positions in which skills have been developed and experience acquired. The Job Entry Careers are beginning workers with little skills or experience.

Can you find each of the 21 careers in the puzzle on the next page? Hint: There are 9 careers across, 7 careers down, and 5 careers diagonally.

Management/Specialist Careers

Merchandise Manager		Specialty Buyer
Head Buyer	Dealer	Food Broker
Marketing Research Analyst		Resident Buyer

Advanced Careers

Assistant Buyer	Merchandise Distributor
Salesman	Department Head
Buyer Trainee	Marketing Research Trainee

Job Entry Careers

Groceryman	Stockman	Salesperson
Marketing Research Surveyor	Marketing Research Interviewer	
Comparison Shopper	Sampler	Product Tester

BUYER'S SEARCH

#13

SPECIALTYBUYERETGROCERYMANM
WATEOQSDFGHKLPEOIUYTERIPMMA
MXLNCMOI WERTIRW'SNMMNBVCXAXR
EQSEDFPGHNMCXOASIDFGHJKLRMK
RZXCS CVAVNMMCDFOODBROKERKEE
CZXAS PQSRDERFUTGHEEEERTUIEOT
HPOIUYETRIR EEC SWEACNVBNMTMI
AXCVBNSRMNSSD TWERLCXTZCVIBN
NSKJHGAFSDSOSTWDS ESDFBRTNUG
DASQERLTYOUINEOIYRWRETUXZUR
IASIDFEGHJNKLSZXCVBNMHSYRSE
SAWESFSTBOYWRTHAIOEPQERTESS
ETASBTMFGHJKLEMOAXVNMACC SRE
MLODFEAAWERTURJKPKLJFDSXEUA
AASC GHNNUYTREWQWEPTUIBPTAAR
NWEAKSEWLTJHUITIOPNEMNUNVRCC
ALKHFMHGFBDSSSAMPLERWYXZCBH
GBNBVCAXZBUYERTRAINEEEERHTI
ECXWERTNIUOYPUIREWQTYRUISON
RSMERCHANDISEDISTRIBUTORUIT
WESDERTHGBCNMRWASDGHKL IORPE
MARKETINGRESEARCHANALYSTVCR
LKJHGFDSA WQERTYUIOPJKLHGEFV
ZXCVBND EPARTMENTHEADKJHGYWI
LKJHGFDSAQWERTYUIOPMNBVXOZE
POIUYTREWQLKJHGFDSAMNB BVXR XW
XCVMARKETINGRESEARCHTRAINEE
MNBVCXZLKJHGFDSAPOIUYTRE EWR

BUYER'S SEARCH - KEY

#13

S	P	E	C	I	A	L	T	Y	B	U	E	R	E	T	G	R	O	C	E	R	Y	M	A	N	M	
W	A	T	E	O	Q	S	D	F	G	H	K	L	P	E	O	I	U	Y	T	E	R	I	P	M	M	A
M	X	L	N	C	M	O	I	W	E	R	T	I	R	W	S	N	M	M	N	B	V	C	X	A	X	R
E	Q	S	E	D	F	P	G	H	N	M	C	X	O	A	S	I	D	F	G	H	J	K	L	R	M	K
R	Z	X	C	S	C	V	A	V	N	M	M	C	D	F	O	O	D	B	R	O	K	E	R	K	E	E
C	Z	X	A	S	P	Q	S	R	D	E	R	F	U	T	G	H	E	E	E	R	T	U	I	E	O	T
H	P	O	I	U	Y	E	T	R	I	R	E	E	C	S	W	E	A	C	N	V	B	N	M	T	W	I
A	X	C	V	B	N	S	R	M	N	S	S	D	T	W	E	R	L	C	X	T	Z	C	V	I	B	N
N	S	K	J	H	G	A	F	S	D	S	O	S	T	W	D	S	E	S	D	F	B	R	T	N	U	G
D	A	S	Q	E	R	L	T	Y	O	U	I	N	E	O	I	Y	R	W	R	E	T	U	X	Z	U	R
I	A	S	I	D	F	E	G	H	J	N	K	L	S	Z	X	C	V	B	N	M	H	S	Y	R	S	E
S	A	W	E	S	F	S	T	B	O	Y	W	R	T	H	A	I	O	E	P	Q	E	R	T	E	S	S
E	T	A	S	D	T	M	F	G	H	J	K	L	E	M	O	A	X	V	N	M	A	C	C	S	R	E
M	L	O	D	F	E	A	A	W	E	R	T	U	R	J	K	P	K	L	J	F	D	S	X	E	U	A
A	A	S	C	G	H	N	N	U	Y	T	R	E	W	Q	W	E	P	T	U	I	B	P	T	A	A	R
N	W	E	A	K	S	E	W	T	J	H	U	I	T	I	O	P	N	E	M	N	U	N	V	R	C	C
A	L	K	H	F	M	H	G	F	B	D	S	S	S	A	M	P	L	E	R	W	Y	X	Z	C	B	H
G	B	N	B	V	C	A	X	Z	B	U	E	R	T	R	A	I	N	E	E	E	E	R	H	T	I	
E	C	X	W	E	R	T	N	I	U	O	Y	P	U	I	R	E	W	Q	T	Y	R	U	I	S	O	N
R	S	M	E	R	C	H	A	N	D	I	S	E	D	I	S	T	R	I	B	U	T	O	R	U	I	T
W	E	S	D	E	T	H	G	B	C	N	M	R	W	A	S	D	G	H	K	L	I	O	P	P	E	
M	A	R	K	E	T	I	N	G	R	E	S	E	A	R	C	H	A	N	A	L	Y	S	T	V	C	R
L	K	J	H	G	F	D	S	A	W	Q	E	R	T	Y	U	I	O	P	J	K	L	H	G	E	F	V
Z	X	C	V	B	N	D	E	P	A	R	T	M	E	N	T	H	E	A	D	K	J	H	G	Y	W	I
L	K	J	H	G	F	D	S	A	Q	W	E	R	T	U	I	O	P	M	N	B	V	C	X	O	Z	E
P	O	I	U	Y	T	R	E	W	Q	L	K	J	H	G	F	D	S	A	M	N	B	B	V	R	X	W
X	C	V	M	A	R	K	E	T	I	N	G	R	E	S	E	A	R	C	H	T	R	A	I	N	E	E
M	N	B	V	C	X	Z	L	K	J	H	G	F	D	S	A	P	O	I	U	Y	T	R	E	E	W	R

Retail buying is often considered one of the most glamorous, interesting careers in the business world today. It involves selecting the right goods from all over the world and getting them delivered at the right time for resale to customers.

It is said that the "customer is king." His desires and demands must be met or the merchandise will not sell. Not only is buying glamorous and exciting, but it is challenging as well. The buyer must decide what customers want, how much is wanted, where to purchase it, when it should be bought and delivered.

Buying, then, is the marketing function which supplies the retail business with merchandise for resale to consumers. Buying activities occur in all types of retail businesses, whether they be large or small. In retail establishments, the buying department or staff generally performs three of the eight major marketing functions: marketing research, standardization, as well as that of buying.

Marketing research activities involve the gathering of information concerning customer preferences, business trends, and general economic conditions in order to make wise buying decisions.

Standardization activities include the implementation and enforcement of the standards set by the management for the business' image and the type of merchandise it should carry. In some instances, the buyer or merchandise manager is responsible for actually developing standards for the merchandise sold by the business.

The buying department or division is therefore charged with determining what people want, inspecting and testing merchandise, as well as purchasing it.

All buying careers may be classified into one of three career levels:

Entry Level—beginning job with little skills or experience required

Career Level—position with developed skills and experience

Management/Specialist Level—highly skilled and experienced careers including supervisory and executive personnel, as well as those who provide important information and consultation directly to them.

Some of the interesting retail buying careers that are available according to their career levels are:

Management/Specialist Career Level

Resident Buyer—buys apparel, dry goods, general merchandise for retailers or wholesalers from his office located at a central market.

Merchandise Manager—determines all merchandising policies, coordinates all merchandising activities, and consults with personnel in planning and implementing sales promotion campaigns for either a retail or wholesale business.

Head Buyer—orders merchandise for a retailer or wholesaler for resale to consumers or a retailer.

Specialty Buyer—orders merchandise for one type of merchandise carried by the business, such as sporting goods or women's dresses.

Dealer—buys used or damaged goods for resale in a retail outlet or to an industrial firm for recycling.

Food Broker—buys goods or services as an agent for independent grocers.

Marketing Research Analyst—studies and interprets information gathered, makes recommendations about market conditions and business trends.

Advanced Career Level

Assistant Buyer—assists the head buyer in determining what merchandise to order; communicates closely with the sales personnel.

Buyer Trainee—assists the buyers and assistant buyers by providing information concerning stock turnover, oversees rotation of stock, and serves as a salesman or stockman.

Department Head—works in a retail store, usually a supermarket, and orders items for that department, such as produce.

Marketing Research Trainee—assists the marketing research analyst in reviewing and interpreting survey data from consumers.

Merchandise Distributor—buys goods from a producer and handles sales, service, and promotion to retailers for a certain region of the country.

Salesman—highly skilled in helping his customer choose the product for his needs, often items not frequently sold or very expensive.

Job Entry Career Level

Comparison Shopper—investigates merchandise and promotional policies of a competitor's store or showroom.

Product Tester/Sampler—examines the produce in performance or uses one of the senses (sight, taste, etc.) to determine the quality of a product.

Groceryman—oversees the operation of a department in a food store for stock, pricing and displays; may advance to department head.

Stockman/Stock Clerk—is responsible for unloading, arranging, and storing merchandise; may be promoted to sales or buying position.

Salesperson/Sales Clerk—assists the customer in selecting goods, handles the sale and bagging; may become a buyer trainee.

Marketing Research Surveyor—conducts a marketing research survey of consumers by telephone to determine interests or likes.

Marketing Research Interviewer—conducts a survey in person of consumers to discover their preferences (personal interviewer).

Some large retail businesses or chain stores have many buying personnel to handle the various activities. In smaller firms, a single person (many times the manager) may perform all of the necessary buying activities. Thus, depending upon the type of business, the personnel may be responsible for all or only part of the buying decisions and activities.

Retail Buying Review

1. The four major buying decisions are:

a. _____

b. _____

c. _____

d. _____

2. Classify each of the buying careers below as "M" for Management, "A" for Advanced Career, and "J" for Job Entry level.

___ Merchandise Distributor

___ Head Buyer

___ Comparison Shopper

___ Assistant Buyer

___ Salesclerk

___ Department Head

___ Merchandise Manager

___ Stockman

___ Resident Buyer

3. The retail buying staff or department usually include responsibilities and activities covering three major marketing functions of:

a. _____

b. _____

c. _____

4. Indicate with a check (✓) the activities below which are performed by personnel in the buying department or division.

___ Locating companies from which merchandise will be purchased

___ Building displays

- ___ Determining the best price to pay for merchandise
- ___ Developing advertisements
- ___ Determining the quantity of merchandise to purchase
- ___ Surveying customers
- ___ Studying want slips
- ___ Filling telephone orders
- ___ Reviewing previous sales records
- ___ Studying trade journals
- ___ Issuing credit cards
- ___ Visiting markets and/or wholesale centers
- ___ Marking stock
- ___ Talking with manufacturer's sales representatives
- ___ Studying activities of competitors
- ___ Subscribing to trade services
- ___ Analyzing styles, fashions and fads
- ___ Handling customer complaints
- ___ Gift wrapping
- ___ Selling merchandise to customers
- ___ Testing merchandise before it is bought for the business
- ___ Studying current economic conditions and business trends

BUYER'S BRAINTEASER*

#15

The retail store manager is developing a chart of his buying-related personnel. His chart has 36 squares. He has twelve career titles to place in the squares. He has placed one in the left top corner and one in the bottom right corner.

He wants to arrange the other ten careers on the chart so that each row, across, down, and diagonally, has two buying careers in it. In addition, the careers must be in the two columns which correspond to its career level. For example, a job entry career must be placed in the fifth and sixth columns.

Cut out each of the buying career circles below and arrange them in the correct order so that two circles will be in each row—across, down, and diagonally, and four careers will be charted for each of the career levels.



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BUYER'S BRAINTEASER

#15

Management/Specialist	Advanced Career	Job Entry
Merchandise Manager		
		Comparison Shopper

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Head Buyer

Jill Jordan is the buyer for women's apparel and accessories at Swingers Department Store. As a buyer, Jill must keep up to date on all current fashions, styles, fads, and trends. She subscribes to *Women's Wear Daily*, and carefully reads the reports and articles in each issue. Twice each year Jill visits the market in New York where she studies the latest fashion on display and talks with sales representatives from the various manufacturers. She reviews the want slips sent to her periodically from the department manager, and carefully reviews the sales records of the women's apparel and accessory department to determine which items are selling best including prices, sizes, colors, styles, and types of material. In addition to this, Jill studies the reports submitted by the comparison shoppers in the store and analyzes the results of the customer surveys conducted by the market research specialists. Once merchandise is received in the store, Jill must assist the Personnel Department introducing the new merchandise to the sales personnel.

Jill's job is full of variety as no two days are ever alike. She has a great responsibility as a buyer since she must select the merchandise to be purchased for resale in her store at the right price in the right quantities at the right time, and from the right source. If she makes the wrong decision, her store will lose money and could eventually go out of business.

Specialty Buyer

Millie Freeman works closely with the Head Buyer for women's wear, Jill Jordani. Millie is responsible for buying the women's sportswear lines for the company's stores. She reviews all records and reports pertaining to women's sportswear, makes recommendations to the Head Buyer, and prepares a buying plan for upcoming purchasing seasons. Like many specialty buyers, Millie also serves as the department manager for the women's sportswear department.

Assistant Buyer

Jack Thompson is the assistant buyer for sporting goods at the Mod Department Store. He works under the supervision of Tom Baker, the head buyer for the Sporting Goods Department.

Jack works closely with the Head of Stock in the Stockkeeping Department as well as the control officers in the finance office and the Department Head of the Sporting Goods Department. When a shipment of merchandise is received from the manufacturer, he checks to see that the quantity and quality of the stock matches the purchase order. Once he verifies this, he authorizes payment of the invoices or returns the shipment.

Jack furnishes the markers with the information received on the merchandise ticket including such items as price, manufacturer number, season code, cost code, and style number. He also notifies them of markdown prices on merchandise to be reduced.

As Assistant Buyer, Jack assists Tom in most of Tom's duties including approving advertising copy for newspaper and television or radio commercials, reviewing, and assisting in the development of a buying plan.

Marketing Research Specialists

John Teidman works as a *Marketing Research Analyst* in the central buying office for a chain of department stores. His job is of great importance as he gathers, compiles, and interprets information which will assist the buyer and store managers in many of their management discussions and policies.

Last month John surveyed the store's customers as to their performance in store hours, parking facilities, and various customer services. The information obtained in this survey resulted in the construction of a new parking garage adjacent to one of the downtown stores, late night shopping in the company's stores located in the various malls, and the customer service department.

This month John is gathering data on his company's competitors by analyzing their prices, sales, and methods of operation. Much of their information is furnished to him by the comparison shoppers.

Next month he will conduct a survey to determine the feasibility of opening a new store in a shopping mall which is being planned in one of the suburban areas. In their survey he must find out how many potential customers live in the area, the amount of their average income, their buying habits and preferences in merchandise, and what kind of competition his store would have.

John has several marketing research workers who assist him in conducting surveys. Max and Mary Jane are *Personal Interviewers* who question people around town, in their homes, and at shopping areas. They will be very active in determining the possibility of opening a new store in the planned shopping mall.

Robert and Winnie question people on the telephone to determine their desires and preferences concerning products, personnel, policies, and services. They were involved in John's survey last month on facilities and services. These *Telephone Surveyors* must be pleasant, tactful, and persuasive to obtain the desired data on the telephone from the persons selected for the survey.

Comparison Shopper

Jan Stevens is employed as a Comparison Shopper at Thompson Brothers Department Store. Jan's job is an important one as she provides her store with valuable information about her employer's competitions. Her work is rarely monotonous as she visits different stores every day taking careful notes as to the brand and quality of merchandise carried, the price, how it is displayed and advertised and many other details about the merchandise that will be useful to her store in setting prices and determining buying policies.

One day Jan may "shop" for lamps; the next day she may "shop" for hot pants, while the following weeks she may compare tape decks.

She enjoys her job and knows that she is obtaining valuable experience which may one day qualify her for the position of assistant buyer.

Merchandise Manager

David Everett is responsible for all buying and selling activities within the company's stores. He works directly with the head buyers, establishing the buying policies and plans for the company. In addition, he works very closely with the advertising, display, publicity, and sales promotion personnel in developing sales promotion campaigns for the store's merchandise. He meets with the general manager and other company executives in determining overall policies and plans for the business.

Resident Buyer

Reba James works for a central buying office in New York. As a resident buyer, she purchases merchandise for stores that cannot come to market themselves to buy goods. She requests information about the stores and their local communities, as well as the kinds of customers they serve. She is always up-to-date on the latest styles and fashions since she is located close to major showrooms and manufacturer's factories.

Merchandise Distributor

Charles Frazier is a merchandise distributor for a chain store. He works in the central buying office of the main store in Miami.

Charles gathers and compiles information from all of the stores in the chain as to their merchandise needs. He then allocates the merchandise to the individual stores from the central warehouse.

Charles' job requires that he be competent in record keeping and stockkeeping, and that he be capable of making decisions. He started his career as a stockclerk in one of the stores and later worked as a sales person in home furnishings. He hopes to be promoted to assistant buyer of home furnishings and eventually to head buyer as this is his career goal.

Product Evaluators

Chad, Diane, Sylvia, and Wallace are employed by large chains who buy large quantities of goods and want to determine the quality and/or performance of the goods they will buy. In many instances these goods will bear the private brand of the company, such as Kemore, Penncrest, Pix, or Dixie Darling.

Chad and Diane are *Product Testers* who actually analyze products, such as appliances, while they are being used to determine their effectiveness. Sylvia and Wallace are responsible for judging products that require the use of the senses—taste, touch, smell, sight, and sound. As *Samplers* for the company, they must actually use their senses by eating, listening, viewing, smelling, or feeling products. Some of the merchandise which they evaluate include perfumes, wines, and fabrics.

1. I'm an entry level job who loves to shop. I go from store to store, but I never buy anything. Who am I? _____
2. I buy all the merchandise for a certain area of our stores, but I never pay for it. Who am I? _____
3. I call customers on the telephone to find out how they feel about the company's products, services, and personnel, so we can better satisfy them. Who am I? _____
4. I keep buyers and top management informed about market conditions and business trends. Who am I? _____
5. I help customers select merchandise and fill out customer want slips for merchandise we don't have. Who am I? _____
6. I supervise all buyers and buying activities for certain kinds of merchandise. Who am I? _____
7. I am a buying career that shops for others at the central market while they stay at home. Who am I? _____
8. I set all buying policies and plans in conjunction with the top management of the business. Who am I? _____
9. I ask customers many questions while they are in the store or shopping mall, but I never give any answers. Who am I? _____
10. I get to try out all our new appliances, but I never get to take them home with me. Who am I? _____
11. I am a job entry level occupation who arranges and stores merchandise and plans to become a buyer one day. Who am I? _____
12. I have the luxury of trying all kinds of perfumes which I could never afford to buy. Who am I? _____

#17

Read each description of buying activities on the next page and decide which buying career is explained. Write that career title in the numbered spaces of the puzzle form shown below.

A 17x17 grid with concentric rectangles. The rectangles are defined by the following coordinates (row, column):

- Outermost rectangle: (1,1) to (17,17)
- Second rectangle: (6,6) to (12,12)
- Third rectangle: (9,9) to (9,17)
- Innermost rectangle: (14,14) to (17,17)

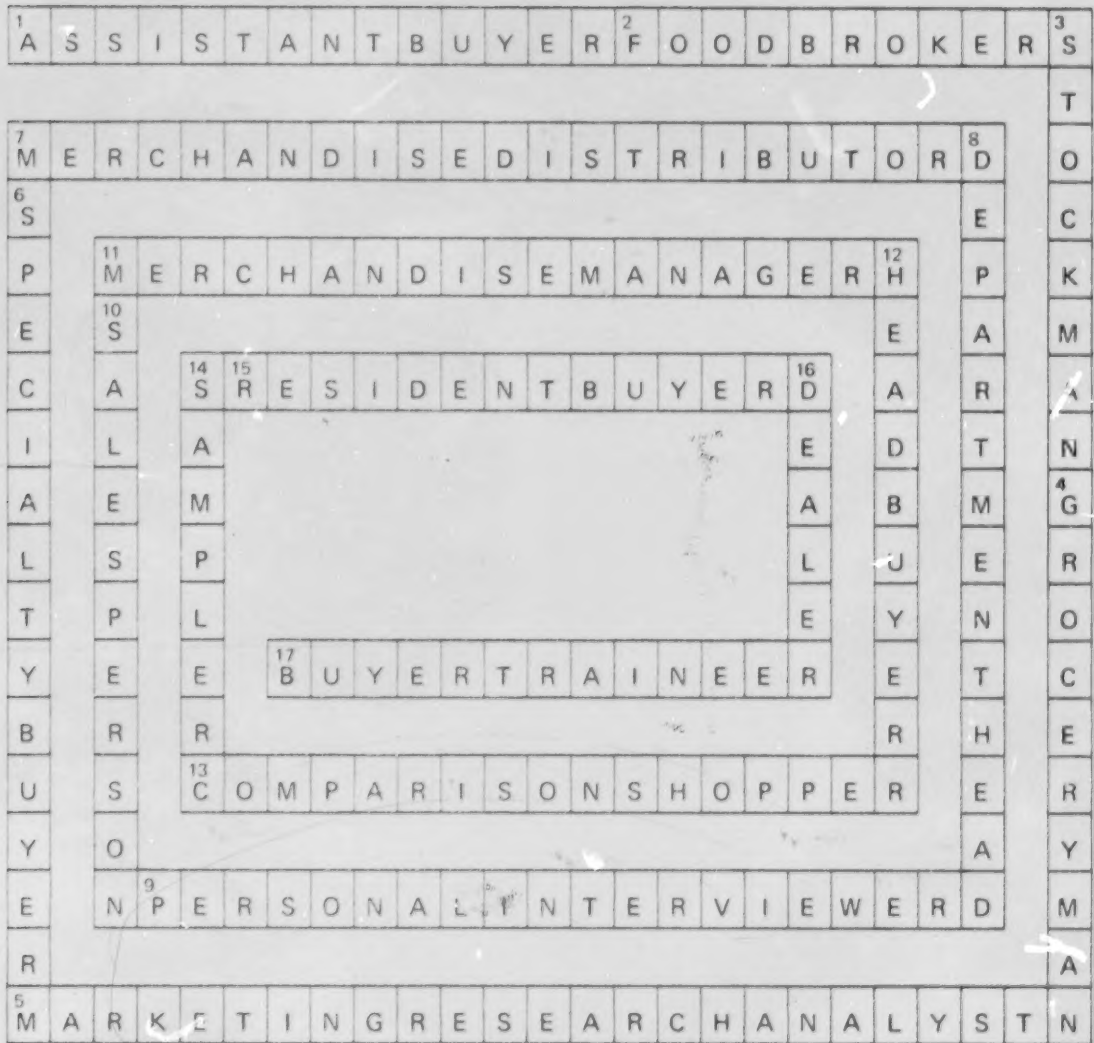
Numbered starting points for words:

- 1: (1,1)
- 2: (1,17)
- 3: (17,17)
- 4: (17,14)
- 5: (17,1)
- 6: (6,1)
- 7: (6,17)
- 8: (12,17)
- 9: (9,6)
- 10: (9,9)
- 11: (9,14)
- 12: (12,9)
- 13: (14,9)
- 14: (14,14)
- 15: (14,15)
- 16: (14,17)
- 17: (15,14)

1. Assists the head buyer in determining what merchandise to order; communicates closely with the sales personnel.
2. Buys goods or services as an agent for a number of independent grocers.
3. Is responsible for unloading, arranging, and storing merchandise.
4. Oversees the operation of a department in a food store for stock, pricing and displays.
5. Studies and interprets information gathered, makes recommendations concerning market conditions and business trends.
6. Orders merchandise for one type of merchandise carried by the business, such as sporting goods or women's dresses.
7. Handles orders and shipments of appropriate goods from the merchandise center to chain or branch stores.
8. Works in a retail store, usually a supermarket, and orders items for that department, such as produce.
9. Conducts a survey in person of consumers to discover their preferences.
10. Assists the customer in selecting goods, handles the sale and bagging.
11. Determines all merchandising policies, coordinates all merchandising activities, and consults with personnel in planning and implementing sales promotion campaigns.
12. Orders merchandise for a retailer for resale to consumers, coordinates buying personnel and activities.
13. Investigates merchandise and promotional policies of a competitor's store or showroom.
14. Uses one of the senses (sight, taste, etc.) to determine the quality of a product.
15. Buys apparel, dry goods, general merchandise for retailers from his office located at a central market.
16. Buys used or damaged goods for resale in a retail outlet.
17. Assists the buyers and assistant buyers by providing information concerning stock turnover, oversees rotation of stock, and serves as a salesman or stockman.

BUYING CAREERS PUZZLE – KEY

#17



Buying is not always glamorous and exciting. In deciding *what to buy*, the buyer must study past sales records of the business. Review customer want slips, shop his competitors, read trade papers, visit the markets, study available customer surveys, and check through current catalogs and price lists in order to buy the right goods.

After the buyer and his staff have done a great deal of research, a decision must be made concerning *how much to buy*. To help in making the decision, a *buying plan* is developed on the basis of money available for each type merchandise or materials, the assortment indicated by the research, and the supply that is available. He must also decide *when to buy* the merchandise to meet consumer demands and when it should be delivered according to season, climate, fashion.

The buyer's final buying decision is *where to buy*. Should he buy from a producer, wholesaler, or an agent? Should he buy at national central market, a regional trade show, or his business from visiting salesmen? Or should he contract with a resident buying office at a central market to do his buying for a commission?

Buying for the retail business involves four major buying decisions:

- a. *What to buy*—selection, quality, suitability of goods
- b. *How much to buy*—large quantities, small-lots, stock balance
- c. *When to buy*—best time for purchase and receipt of merchandise
- d. *Where to buy*—suppliers, buying offices, central markets, trade shows

The buying plan is the summary of decisions made concerning the purchase of merchandise for a business. It is based upon information that is assembled and analyzed by the buyer and/or merchandise manager. It includes what, how much, when, and where to buy merchandise. Buying plans in smaller businesses are usually prepared by buying personnel in that firm. In large chain organizations and franchises, the buying plan and many of the buying activities are handled at a central office.

Various resources are used by the buying staff to develop a buying plan and ultimately purchase goods to satisfy customers' needs and wants:

- | | |
|--------------------------------|-------------------------------------|
| a. Sales records | g. Buyer's resource file |
| b. Customer want slips | h. Supplier's sales force |
| c. Trade publications | i. Business/economic trends |
| d. Company sales personnel | j. Advisory consumer panels |
| e. Comparison Shopping studies | k. Current media information |
| f. Marketing research surveys | l. Product test or sampling results |

To aid you in understanding some of customer want and need resources that are used, the following explanations are provided:

RESOURCE FILE is an important source of buying information. It is a listing of years of experience and contains names and addresses of manufacturers, wholesalers, kinds of merchandise carried, price line, delivery information terms offered and so on.

BUYING PLAN helps the buyer to purchase the right amount of merchandise at the right time so that he will have a sufficient amount of merchandise to meet the demands of the customer. After the buyer determines his planned purchases, he has a guide to the amount that he is open-to-buy.

Open-to-buy is the amount of money that the buyer may spend during the balance of any period.

SALES RECORDS are used by the buyer to learn about the quantities, prices, sizes, colors, and styles of items sold in his business in the past.

PURCHASE ORDERS are used to advise the vendor in writing what type of merchandise is wanted. They contain the quantity desired, description of merchandise, shipping information, date merchandise is wanted, and terms of payment.

ADVISORY PANELS are groups of consumers who provide the retailer with their opinions and suggestions about products and services of the retailer.

TRADE PUBLICATIONS are newspapers, magazines, and journals which keep the retailer informed about new trends and developments in his field. They are specifically written for the businessman, rather than consumers.

WANT SLIP—This tells the buyer what merchandise, not normally carried by the department or store, is being requested by the customers. Some stores send want slips in by the day and some hold them for a weekly collection. If this information is written down at the time of the request, it is much more accurate than relying on a sales person's memory.

CUSTOMER SURVEY—A customer survey is a method of questioning customers about the desirability of adding or dropping an item or even a whole line of merchandise. They can find out many other important things such as where to locate a branch store, why a department's sales have fallen off and how to make shopping more convenient. These surveys can be made in person, on the phone or by mail.

PAST SALES RECORD—This is a record of how well an item has been sold in the past. It can be broken down into how fast it sold, how many were sold in each size, color, style, who made it, when it was carried and the retail price.

COMPARISON SHOPPING REPORT—Either the buyer himself or a person appointed by him goes to competing stores and gathers information about the same products or similar products which his store carries. This helps the buyer plan his department better. It tells him what he needs to carry to make more sales than his competition is making.

Different types of retail businesses have a tendency to use certain resources more than others. Some examples of businesses and the most frequently used resources are indicated below:

Department Stores

Sales records
Customer want slips
Buyer's resource file
Trade publications
Suppliers' sales forces
Advisory consumer panels
Shopping and research reports
Current media information
Product test or sampling results

Service Stations

Sales records
Suppliers' sales forces
Trade publications
Buyers' resource file
Service station operators

Mail-Order House

Sales records
Marketing research surveys
Trade publications
Current media information
Suppliers' sales forces
Product test or sampling results

Automatic Vendor

Sales records
Suppliers' sales forces
Current media information
Buyer's resource file
Trade publications
Product test or sampling results

Supermarket Chain Stores

Sales records
Buyer's resource files
Trade publications
Current media information
Suppliers' sales forces
Marketing research surveys
Company salespersons
Product test or sampling results
Business conditions and trends

Small Specialty Stores

Sales records
Store salespersons
Customer requests/want slips
Suppliers' sales forces
Trade publications
Comparison shopping

Door-to-Door Company

Sales records
Company salesman
Customer wants slips
Trade publications
Suppliers' sales forces
Current media information
Buyer's resource file

Convenience Store

Sales records
Customer requests/want slips
Suppliers' sales forces
Buyer's resource file
Store salespersons
Current media information

Certain dating terms are used by retail buyers when they are ordering merchandise and determining delivery dates and methods of the goods:

1. *COD—Cash on Delivery*—purchase must be paid in full at the time it is received.
2. *ROG—Receipt of Goods*—date of payment is computed from the date the goods are received by the store.

Example: 2/10 ROG

2 = percentage discount

10 = number of days in which payment can be made to take advantage of the discount after the goods have been received.

Problem: 5/10 ROG. Goods are received on July 1. Invoice totals \$100.00

\$100

.05

\$5.00 = amount of discount

\$100

— 5

\$ 95 = total amount to be paid by July 10 (July 1 plus 10 days)

3. *EOM—End of Month*—date of payment is computed from the end of the month in which the goods are received.

Example: 3/15 EOM

3 = percentage discount

15 = number of days after the end of the month in which the goods are received that payment can be made and advantage taken of the discount offered.

Problem: 4/15 EOM. Merchandise is received on July 20. Invoice totals \$200.00

\$200

.04

\$8.00 amount of discount

\$200

— 8

\$192 total amount to be paid by August 15 (15 days after the end of the month in which the merchandise is received)

4. *2/10 N. 30*—a two percent discount may be taken if the goods are paid for within ten days of the invoice date; otherwise, the full amount is due within thirty days of the invoice date

Example: Invoice dated April 1

Problem: *2/10 N. 30* invoice of \$300 dated April

\$300.00	amount due May 1
<u>.02</u>	discount allowed
\$ 6.00	amount of discount
\$300.00	Net amount
<u>— 6</u>	Discount
\$294.00	Due by April 10

COMPARISON SHOPPING SURVEY

#19

Competitor's Name _____ Business Location _____

Department _____ Date of Visit _____

Kind of Item	Brands Shopped	Prices	Styles	Sizes
_____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
_____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
_____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
_____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
_____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____

CONCLUSIONS:

RECOMMENDATIONS:

(Comparison Shopper's Signature)

CUSTOMER WANT SLIP

#20

THE STORE				
Date _____		Dept. _____		Clerk _____
Merchandise Description	Style	Sizes	Color	Price
Customer's Name _____		Phone Number _____		
Address _____				

BUYING RESOURCE FILE CARD

#21

Dept. _____		House No. _____		Name of Resource _____		Address _____		Terms _____	
Style No.	Description	Cost	Retail	Quantity Received	Date	No. Redc.	% Redc.		

STUDYING THE SALES REPORT

#23

Department: Sporting Goods

Date: July 1970-1971

Product: Bicycles

	BOY'S	GIRL'S	TOTAL
Size			
18"	8 doz.	14 doz.	22 doz.
23"	16 doz.	10 doz.	26 doz.
Total	24 doz.	24 doz.	48 doz.
Color			
Blue	18 doz.	10 doz.	
Red	6 doz.	14 doz.	
Gears			
None	1 doz.	8 doz.	
Three	5 doz.	12 doz.	
Five	18 doz.	4 doz.	
Price			
\$38.95	6 doz.	14 doz.	
79.95	18 doz.	10 doz.	
Seats			
Banana	20 doz.	6 doz.	
Regular	4 doz.	18 doz.	
Handlebars			
Raised	8 doz.	8 doz.	
Lowered	12 doz.	4 doz.	
Regular	4 doz.	12 doz.	

Questions:

1. Based on this information, describe the most popular boy's bicycle.
2. Based on this information, describe the best seller in girl's bicycles.

ANALYSIS OF WANT SLIPS

#24

Department: Sporting Goods

Date: July 1970-June 1971

Product: Bicycles

Total number of want slips filed: 30

	BOY'S	GIRL'S	TOTAL
Size			
18"	4	8	12
23"	14	2	16
26"	2	0	2
Total	20	10	30
Color			
Blue	16	2	
Red	4	8	
Gears			
None	1	2	
Three	4	7	
Five	13	1	
Ten	2	0	
Price			
\$38.95	5	8	
79.95	15	2	
Seats			
Banana	15	2	
Regular	5	8	
Handlebars			
Raised	5	3	
Lowered	14	1	
Regular	1	6	

Questions:

1. Based on the information, describe the boy's bicycle sought most frequently.
2. Based on the information, describe the girl's bicycle sought most frequently.
3. Compare with descriptions given from review of sales records.

COMPLETING A PURCHASE ORDER

#25

1. Compute the amount of payment due less discount (if any) and the due date for the following:

- (a) 2/15 EOM. Invoice totals \$150. Merchandise received on October 18.
- (b) 4/10 ROG. Invoice totals \$400. Merchandise received on November 2.
- (c) COD. Invoice totals \$300. Merchandise received September 15.

2. Complete the purchase order below

JOE'S NOVELTIES 918 Broadway New York, New York 01798			
Ordered from: Flick's, Inc. 72 New Way Road Billsville, New Jersey			
Terms: 3/15 ROG			
Item	Quantity	Unit Cost	Total Cost
Pipes	10 doz.	\$4.00	
Zodiac posters	8 doz.	.50	
Beads	9 doz.	2.00	
TOTAL COST OF ORDER			
Less Discount			
Total Amount Due			

CUSTOMER WANT SLIP – CAMPER COLD STORAGE

#26

STONE'S		Date	Dept.		Clerk No.
Merchandise	Price	Style	Color	Size	
Name _____		Phone _____			
Address _____					

The above form is called a customer _____. Fill it in with the information from the paragraph below.

On November 20, 1973 a salesperson (clerk 228) in the sporting goods department at Stone's Discount Store was asked for an item *not* carried in regular stock. The item wanted is an 18" brown camper refrigerator that operates on bottled gas and sells for about \$100.

When this request reached the buyer he decided that since there had been previous requests for this item he would take it a step further. The buyer decided to gather more information.

What resources could Stone's Sporting Goods Buyer use in making her buying decisions? What buying decisions will she need to make?

Buying Resources

Buying Decisions

CONSUMER RESEARCH SURVEY – CAMPER COLD STORAGE

#27

1. Do you prefer:	Refrigerator _____	248
	Ice Box _____	52
2. If you checked refrigerator, which fuel would you want?		
	Electric (battery) _____	173
	Bottled Gas _____	123
3. What size do you prefer?	16 inch _____	94
	18 inch _____	169
	20 inch _____	39
4. Do you prefer a freezer compartment?	Yes _____	223
	No _____	73
5. What type of finish do you prefer?	Safety _____	289
	Regular _____	11
6. Which price range do you prefer?	\$ 50 to \$100 _____	129
	\$101 to \$150 _____	111
	\$151 to \$200 _____	68
	\$200 to \$250 _____	00

The figures in the right column above are the responses received on the survey that was conducted. The above responses made by people owning campers persuade you, the retailer buyer, to check your resource file.

Source #1

Robbins Manufacturing Co. of Atlanta, Ga. will give you a 4% discount and can deliver usually in 30 days from the time the merchandise is ordered. This is a large manufacturing company carrying a full line of prices and styles in large appliances.

Source #2

AP-RITE Corp. of Minneapolis, Minn. usually delivers in 60 to 90 days. A 2% discount is offered. This is a medium sized manufacturer with an emphasis on appliances for the household and business use.

Based upon the information given, give your buying decisions in the spaces below:

1. From which company would you order the cold storage unit?

2. Which two styles of cold storage units would you carry in the store?

ORDERING THE MERCHANDISE

#28

Based on a review of previous sales records, customer surveys, want slips, and comparison shopping records, the buyer has determined that the following merchandise should be ordered for the Sporting Goods Department:

½ doz. fiber glass fishing rods @ \$8.00 each; ½ doz. mahogany fishing rods @ \$8.00 each; ½ doz. open-fall fishing reels @ \$15.00 each; ½ doz. closed-fall spinning reels @ \$15.00 each; 2 doz. two-drawer tackle boxes @ \$3.00 each; 1 doz. life jackets @ \$8.00 each. The order is to be placed with APEX Manufacturing Company, 1124 Lake Shore Drive, Chicago, Illinois 62304, and is to be shipped by United Van Lines. The terms are to be 2/10 EOM.

Complete the purchase order according to the information given above.

Date: _____ Ordered from: _____ Terms: _____ Shipped by: _____				
Item	Description	Quantity	Unit Cost	Total Cost
THE STORE 2104 Bay Boulevard Spring Lake, Florida 34917			TOTAL COST OF ORDER	
			Less Discount	
			Total amount to be paid 10/EOM	

The shipping and receiving department of a retail business handles all merchandise entering and leaving the business, as well as the storing or stocking of it.

Receiving personnel check the incoming merchandise against the order and invoice to be certain the correct amounts, sizes, quality, etc., have been sent. They are also responsible for unpacking, pressing, pricing, assembling, inventorying, and storing merchandise.

Shipping employees are charged with selecting, assembling, packing, and sending the correct merchandise ordered by customers. They must pack the products appropriately and choose the most suitable means of transportation available.

The shipping and receiving department usually encompasses the marketing functions of storage, transportation, and standardization. In some cases it may be involved in buying through orders of staple stock and selling through phone or mail orders.

All activities in the shipping and receiving department may be classified into five major areas:

Shipping—returning damaged merchandise to supplier, picking and packing merchandise for delivery or shipment to customers.

Receiving—unloading of delivered goods, inspection of number and condition of parcels, review of shipping methods and charges by supplier.

Checking—unpacking and inspection of incoming merchandise or review of outgoing orders for quantity, sizes, kind, quality, etc.

Marking—printing and attachment of merchandise tickets for goods and storage areas; assembling and preparing goods for selling or storage areas.

Stockkeeping—effective storage of merchandise in bins or on shelves, supply of needed merchandise to the selling area, inventory and inspection of merchandise in storage and selling areas.

Some of the retail shipping and receiving careers frequently found are:

- a. *Receiving Supervisor*—coordinates all receiving, inventorying, and storing activities of incoming merchandise.
- b. *Receiver*—checks all incoming merchandise against the purchase order and packing slip; sometimes called a receiving clerk.
- c. *Materials Handler*—transports products between the dock, receiving, shipping, and storage areas by hand or with equipment.
- d. *Checker*—inspects the incoming or outgoing merchandise for correct sizes, amounts, colors, quality, etc.

- e. *Marker*—prepares merchandise tickets for incoming goods and attaches the tickets to the products; sometimes makes shipping labels.
- f. *Stockman*—stores and arranges incoming merchandise, prepares bin tickets, and keeps the stock orderly.
- g. *Inventory Control Clerk*—checks merchandise in stockroom to determine amounts on hand, slow and fast-moving items, shortages, etc.
- h. *Merchandise Distributor*—serves as a liaison between the buying and shipping/receiving departments of branch or chain retailers by allocating goods to the various stores.
- i. *Merchandise Cataloguer*—responsible for identifying and classifying all merchandise received into an effective stock system for easy location.
- j. *Merchandise Detailer*—identifies and classifies specific types of incoming merchandise according to amounts, styles, sizes, colors, etc.
- k. *Stock Supervisor*—coordinates and directs all stockkeeping activities and personnel.
- l. *Order Dispatcher*—receives incoming orders by mail or telephone from customers desiring certain merchandise.
- m. *Shipping Supervisor*—coordinates all selection, packing, and distributing activities for outgoing merchandise.
- n. *Shipper*—checks the customer's order against the packing slip to be certain the correct merchandise is being sent.
- o. *Order Picker*—selects the outgoing merchandise from the shelves, bins, etc., which is to be packed and shipped.
- p. *Packer*—assembles merchandise to be shipped, selects an appropriate container, wraps and arranges the goods in the box, seals the box.
- q. *Traffic Supervisor*—oversees all delivery activities; selects the best method of transportation to be used.
- r. *Route Dispatcher*—assigns deliverymen the areas in which they will deliver merchandise to customers or commercial shipper.
- s. *Deliveryman*—transports the retailer's merchandise from the business to the customer or a commercial carrier.
- t. *Tracer*—communicates with customer, deliverymen, and commercial carriers regarding lost or damaged merchandise.
- u. *Stockroom Manager*—supervises all shipping and receiving activities.

In large businesses all of the job titles may be involved. Some may become more specialized, such as telephone order dispatcher, loading checker, and shipping handler. In many smaller businesses, all or some of the job duties may be done by one person.

SHIPPING AND RECEIVING

#29

I. Which of the following activities are found in the Shipping and Receiving Department? Place a check mark in the space provided.

- | | |
|--|-------|
| 1. Marking the cost code, price, and other information, and attaching the ticket to each item. | _____ |
| 2. Storing stock in its proper place | _____ |
| 3. Returning damaged stock to the manufacturer | _____ |
| 4. Telling the customer what is on sale at the time | _____ |
| 5. Figuring the payroll for the employees in the store | _____ |
| 6. Displaying merchandise | _____ |
| 7. Checking merchandise received against shipping invoice | _____ |
| 8. Completing the receiving record | _____ |
| 9. Approving new charge accounts for customers | _____ |
| 10. Arranging stock in a way to aid in the control and sale of merchandise | _____ |

II. From the list, select the specific jobs found in the Shipping and Receiving Department. Place a check mark in the space provided.

- | | |
|--------------------------------|-------|
| 1. Materials Handler | _____ |
| 2. Comparison Shopper | _____ |
| 3. Shipper | _____ |
| 4. Mechanic | _____ |
| 5. Order Picker | _____ |
| 6. Customer Service Clerk | _____ |
| 7. Receiver | _____ |
| 8. Marker | _____ |
| 9. Packer | _____ |
| 10. Stock Clerk | _____ |
| 11. Advertising Clerk | _____ |
| 12. Merchandise Cataloguer | _____ |
| 13. Signmaker | _____ |
| 14. Credit Clerk | _____ |
| 15. Loader | _____ |
| 16. Accounts Payable Clerk | _____ |
| 17. Cashier | _____ |
| 18. Checker | _____ |
| 19. Personnel Manager | _____ |
| 20. Shipping/Receiving Manager | _____ |



Receiving

The receiving activity is an important one in retailing as it involves actually taking physical possession of the merchandise in the store. The merchandise may be brought to the store by truck or by rail and is unloaded on a receiving platform or dock. All of the unopened boxes or cartons are counted and the condition of the box is inspected. This information along with the date, the vendor's name, the method of shipment, the transportation charges, and other facts are recorded in a "receiving book." Once this is done, a receiving number is assigned to the shipment and that number is marked on each box along with the number of boxes in the shipment and the department for which the merchandise is intended.

Checking

In checking the merchandise, each box is opened; the merchandise is unpacked and carefully inspected. A physical count is taken to see if all of the merchandise ordered by the store has actually been received. This count is compared with the packing slip by the checker. The slip is then compared to the vendor's invoice and the purchase order. If there are any shortages or overages, a notation is made. This is called a "quantity check."

At that point, the merchandise is sorted into piles or stacks by sizes and/or colors, and a "quality check" is made to determine the actual condition of the merchandise. If an item has been damaged in any way, it is pulled out of the stack, put in a separate stack, and a notation is made of the damage.

Marking

All of the merchandise that was not damaged and which does not have to be returned to the vendor must then be marked. This is the last step in the process in getting the merchandise ready for sale. An appropriate price ticket is selected for each type of merchandise and the following information is marked on the ticket:

- Retail price
- Cost code
- Season or date code
- Size
- Vendor
- Color
- Contents
- Department



The ticket is then attached to the merchandise by hand or by a machine, and the merchandise is ready to be distributed to the individual departments or to a central stockroom.

Stockkeeping

In most retail businesses there are at least two types of stock: (1) forward stock which is placed directly on the sales floor on shelves, hangers, bins, or display cases, and (2) reserve stock which is kept in a central location and is used to replenish the forward stock when it is sold.



If the merchandise is placed on the sales floor, it must be arranged so that the customer can get it easily and conveniently. If the merchandise is perishable, the forward stock is usually arranged at the front of the shelf and the order stock is placed toward the back. Other considerations which should be made in arranging forward stock include helping the salesperson to learn the location of each type of merchandise quickly and maintaining proper control of the stock.

Reserve stock may be kept in a separate stock area on each floor, at the back of the store, in the basement of the store, or in a specially designed central stockroom. Depending upon the location and the type of merchandise, it may be stored in large bins, or on shelves, or perhaps on pallets. Some merchandise must be stored in a protected area so that it will not get damaged or stolen. Some areas allow for horizontal storage, while others require vertical storage.

The layout of the stockroom must be carefully planned so that the merchandise can be controlled. Fast moving items that are frequently transferred to the forward stock area are usually stored in areas which are easily accessible while slower moving items are stored in less accessible areas.

A complete inventory is kept of all items stored in the reserve stock area. When a requisition is received for stock to be moved to the sales floor, a record is made of the quantity and amount of the stock transferred and the department to which it is sent.

Shipping

In some cases, when the merchandise received by the store is damaged the vendor may credit the retailer's account for the cost of the merchandise lost. In many instances, however, the merchandise is returned to the vendor.



When this is done, the damaged merchandise is sent to the shipping room where it is marked, packed in an appropriate size box, and shipped to the vendor. A "return form" is completed and enclosed with the shipment, and an invoice is mailed separately to the vendor.

Many stores offer a mail-order service to customers in outlying or remote areas. Merchandise which is purchased in this manner or that which is bought in the store but is mailed at the customer's request, is sent to the shipping room. It is carefully wrapped and packaged to prevent damage. An invoice is either attached to the package or is mailed separately, and the merchandise is shipped to the destination identified by the customer.

Receiver

The receiver, Bob Blount, is responsible for all goods that come into the store. As the truck with the first shipment of the day arrives at the receiving dock, Bob asks the driver for the shipping invoice so that he can compare his purchase order with it to see if the shipment is actually what the store ordered. Bob checks to see if the name of his store is on the shipping bill, counts the number of boxes to see if the number is correct, and carefully inspects the condition of the unopened boxes. After making sure that the shipment belongs to the store, Bob signs the driver's copy of the shipping bill and the driver leaves. Bob then completes his receiving book by noting in it the date, the vendor's name, the method of shipment, and the transportation charges. Bob assigns a receiving number to the shipment and marks the number on each box along with the name of the department that ordered the merchandise. Bob must be careful in his job as he must make sure that his store is not charged for merchandise it did not receive, and that the shipment was received in good condition.

Checker

After the shipment leaves Bob at the receiving dock, it is routed to a room where it is checked by Eva Lang. Eva opens every box, unpacks the contents, and carefully inspects each item of merchandise. She makes a careful count of the items to see that the quantity is correct by comparing the physical count with the invoice which she finds in one of the boxes. Each time she finds a shortage or an overage, she makes a notation of it on the invoice. Next she sorts the merchandise into stacks by type of merchandise and inspects the condition of each item. If an item is broken or damaged, she pulls it out of the stack so that a claim can be filed or it can be returned to the vendor. In performing her job, Eva makes sure that the merchandise which is placed on the sales floor is in good condition.

Marker

Peggy Robinson works as a marker in the store. Her job is important too, as she must mark each price ticket accurately and attach it to each item of merchandise. She obtains all of the information which is marked on the tickets from the buying office including such information as the retail price of each item, the cost of the item in code, the date, size, vendor, color, contents, and department. In many instances, the vendor will have several labels or tags for the merchandise which inform the customer as to warranties, how to care for the product, and other helpful information. Peggy must make sure that these tags are also attached to each item of merchandise. For some merchandise, Peggy uses string tickets which she can attach to the merchandise by a machine. In other instances she uses gum labels, or she may mark the information directly on the merchandise with a marking pen. It is important that Peggy knows which type of ticket to use with each type of merchandise.

Stock Clerk

Jack James has been at work for some time. He has been gathering stock from the central stockroom to replenish the forward stock on the sales floor. He is careful to arrange the stock so that it is convenient for the customer as well as the sales personnel. After replenishing the stock on the sales floor, he returns to the central stockroom to take a spot check on merchandise

which is low and should be reordered from the vendors. Jack notices that a new shipment of merchandise has come to him on the conveyor belt from the marking room. He groups the merchandise by type, and locates an appropriate bin or shelf where he can place it until it is needed on the sales floor. He keeps a complete inventory record of all merchandise which comes into the stockroom as well as a record of all merchandise which is sent to the sales floor. Once a year, Jack conducts a physical inventory where he counts each item of merchandise and compares it with his inventory record.

Shipper

Charles Lassiter has just been employed as a full-time shipping clerk with the store. He completed a Distributive Education program at Adams High School last Spring and while he was in the program, he worked part-time in the shipping room. Charles packages all of the damaged merchandise which must be returned to the vendor into an appropriate size box, completes a return form, places it in the box, and mails the shipment. Next he fills out an invoice and mails a copy of it to the vendor. Charles is also responsible for shipping all of the merchandise which has been ordered by the store's customers and which must be shipped to them. He wraps each item carefully so that it will not be damaged in shipment, packs it in a shipping box, and mails it to each customer along with a copy of the shipping invoice.

Shipping and Receiving Manager

Ralph Hawley has been employed as the Shipping and Receiving Manager in the store for about a year. He started as a part-time receiving clerk while he was enrolled in the Distributive Education program at Lee High School. After he graduated from high school, he enrolled in the Retail Merchandising Mid-Management Program at the community college. While in the program, Ralph continued his part-time job with the store and was rotated to the various positions in the Shipping and Receiving Department. After obtaining his Associate of Science degree from the college, he was promoted to assistant shipping and receiving manager. Ralph is a progressive individual who works hard, and it didn't take him but six months before he was again promoted to the position of Shipping and Receiving Manager.

In this position, Ralph supervises and coordinates the work of all of the employees in his department. He advises his employees on the care and preservation of items which are received, stored, and shipped in the department. He is responsible for all of the reports which are filed by the various employees in the department, and reviews the reports for accuracy of information, compliance with established procedures, and to determine adequacy of stock levels. Ralph schedules regular and special inventories, and recommends changes in stock control records and procedures to the store manager.

SHIPPING, RECEIVING, STOCKKEEPING JOBS

#30

Matching

Instructions: Match the appropriate job title to each job duty by placing the letter in the blank at the left.

<i>Job Duty</i>	<i>Job Title*</i>
___ 1. Responsible for inspecting incoming goods for damage.	A. Marker
___ 2. Responsible for storing stock in its proper place.	B. Customer Service Clerk
___ 3. Responsible for returning damaged stock to manufacturer.	C. Stock Clerk
___ 4. Responsible for marking the cost code, price and other information on a ticket and attaching the ticket to each item.	D. Mechanic
___ 5. Responsible for checking merchandise for quantity and assortment against the purchase order.	E. Shipper
___ 6. Responsible for placing stock on the sales floor.	F. Receiver
___ 7. Schedules and supervises special and periodic inventories.	G. Credit Clerk
___ 8. Responsible for completing the receiving book.	H. Shipping and Receiving Manager
___ 9. Responsible for marking the shipment number on the outside of the unopened box.	I. Cashier
___ 10. Responsible for counting each item of merchandise in each box.	J. Checker
___ 11. Responsible for final preparation of merchandise for movement to the sales floor or to the stockroom.	
___ 12. Recommends changes in procedures and policies in the Shipping and Receiving Department to the store manager.	
___ 13. Responsible for arranging stock in the reserve stockroom.	
___ 14. Responsible for packaging damaged merchandise to be returned to the vendor.	
___ 15. Supervises and coordinates the activities of all workers in the Shipping and Receiving Department.	

*Some job titles are not found in the shipping and receiving department.

SHIPPING AND RECEIVING OVERVIEW

#31

Directions: Match the appropriate job title to each job duty. Place the letter in the blank provided. Some letters will be used more than once; some will not be used at all.

- | | |
|---|--------------------------------|
| _____ Responsible for inspecting incoming parcels for quantity and condition and signing the bill of lading | A. Receiver |
| _____ Responsible for storing stock in its proper place | B. Checker |
| _____ Responsible for returning damaged stock to the manufacturer and completing loss/damage claim | C. Marker |
| _____ Responsible for marking the cost code, price, and other information on a ticket and attaching the ticket to each item | D. Stock Clerk |
| _____ Responsible for checking merchandise for quantity and assortment against the packing slip | E. Materials Handler |
| _____ Responsible for replenishing stock on the sales floor | F. Shipping/Receiving Manager |
| _____ Schedules and supervises special and periodic inventories | G. Merchandise Control Manager |
| _____ Responsible for completing the receiving book | H. Order Picker |
| _____ Responsible for marking the shipment number on the outside of an unopened box and making shipping label | I. Deliveryman |
| _____ Responsible for counting each item of merchandise in each box | J. Loader |
| _____ Responsible for final preparation of merchandise for movement to the sales floor or to the stockroom | K. Packer |
| _____ Recommends changes in procedures and policies in the Shipping and Receiving Department to the store manager | L. Shipper |
| _____ Responsible for arranging stock in the reserve stockroom | |
| _____ Responsible for packaging damaged merchandise to be returned to vendor | |
| _____ Supervises and coordinates the activities of all workers in the Shipping and Receiving Department | |
| _____ Keeps an up-to-date account of merchandise in the storeroom by use of the stock record cards | |

STEPS, ACTIVITIES, AND CAREERS

#32

SHIPPING AND RECEIVING

Instructions: In the circles below, write the five steps in proper order for the shipping-receiving of merchandise by a retail store. Also, write in the spaces provided, at least two activities that take place at each step. In the right column, identify one career which takes place at each step.

STEPS	ACTIVITIES	CAREERS
1. _____	1. _____ 2. _____	_____
2. _____	1. _____ 2. _____	_____
3. _____	1. _____ 2. _____	_____
4. _____	1. _____ 2. _____	_____
5. _____	1. _____ 2. _____	_____

Mark Fleming is an old hand at Southern Sales. He first joined the auto parts company twelve years ago working on the shipping-receiving docks as a materials handler. Since that time, Mark has worked his way up through the ranks. He is a "Southern" man all the way. From the dock Mark became a stockman and from there to a detailer of merchandise. Now, finally, Mark is the Merchandise Cataloguer for Southern, and he is fiercely proud of his position.

Basically, Mark's job is identifying merchandise as it comes to the stockroom and determining how it is to be categorized and stored. The location of all objects in the stockroom depends on his cataloguing.

The task of determining how a piece of merchandise is to be catalogued is difficult. It can be done with the aid of a company instructional manual, but such a method is extremely slow. In fact, according to Mark, a man who did the job that way could never finish his daily work. To be effective, a cataloguer has to have a method or system in his mind which can only be developed through a great deal of experience in the job.

Two weeks ago the company hired a second Merchandise Cataloguer. The job had simply become too much for one man—even a Super-Duper MC like Mark Fleming! He found the new cataloguer to be a nice guy, but felt he was too young to be holding such a responsible position in the company. The man is a college graduate, someone had said, so they had jumped him ahead of all the other fellows in the Shipping-Receiving Department.

After two weeks of working with this new man, Mark decided that he didn't like the way things were going. He was doing twice as much work as the new man because the new man was having to use the company instructional manual in order to catalogue the incoming merchandise. And this new man was earning almost as much as he was!

Mark knew that he could help the new man because his system was simple once you knew what to do. This would also help the company since the two of them could do a lot more work in the same period of time.

On the other hand, if Mark told the new guy his secret system, he would quickly lose the major benefit of all his experience. And, the guy probably wouldn't even know enough to appreciate what had been done for him. Also, at some time in the future both of them might be considered for promotion to stock supervisor. All things being equal, this fellow has the advantage of youth and education. What should Mark do?

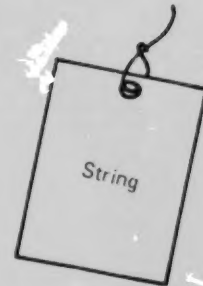
*Developed and reproduced with the permission of Mr. Bruce Baptist.

MARKING MERCHANDISE

#34

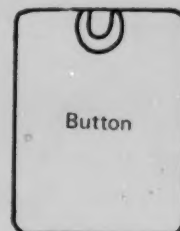
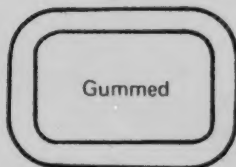


1. Proper marking of goods is important because it aids in stockkeeping and taking inventory. The ticket contains the necessary information to do this. More importantly, the ticket provides the cashier with the price that she must ring up on the register. Because the cashier must work fast, she must depend on the information printed on the ticket. If this information is wrong, the store may lose money.



2. Many types of merchandise tickets are used. Some of them are:

- a. *Pin tickets*—used to price-mark towels, wash cloths and similar merchandise.
- b. *Gummed labels*—used on cloth, leather and unpainted wood.
- c. *String tickets*—used on all types of goods.
- d. *Folding pin tickets*—used for marking heavier merchandise such as rugs, jackets and overcoats.
- e. *Hole pin tickets*—used on paired items such as gloves.
- f. *Ringseal tickets*—are like straps and used on items such as the band of a watch or wire frame of a lamp shade.
- g. *Wedge ticket*—used on delicate fabrics such as hosiery.
- h. *Button ticket*—slipped over a button and used on shirts, jackets and blouses.
- i. *Rubber stamp*—used to mark grocery items.



In the space provided, write in the type of ticket which would be the most appropriate to use and the location on the merchandise where the ticket should be placed.

<i>Product</i>	<i>Type of Ticket</i>	<i>Position</i>
1. China	1. _____	1. _____
2. Dress Socks	2. _____	2. _____
3. Belts	3. _____	3. _____
4. Leather Gloves	4. _____	4. _____
5. Handbags	5. _____	5. _____
6. Dress	6. _____	6. _____
7. Coat	7. _____	7. _____
8. Sweater	8. _____	8. _____
9. Slacks	9. _____	9. _____
10. Baseball Mit	10. _____	10. _____
11. Stereo	11. _____	11. _____
12. Hosiery	12. _____	12. _____
13. Groceries	13. _____	13. _____
14. Wrist Watch	14. _____	14. _____
15. Shirts	15. _____	15. _____

SHIPPING AND RECEIVING FORMS

#35

Some of the important forms and records involved in the shipping and receiving department are:

Purchase Order—retailer's copy of merchandise that was ordered from a supplier, usually by a company buyer.

Vendor's Invoice—supplier's bill for merchandise shipped to the retailer according to the purchase order received.

Packing Slip—itemized paper in container showing contents shipped, including styles, colors, sizes, and quantities.

Inventory Control Sheet—form identifying price and characteristics of merchandise that is in stock.

Stock Record Card—current detailed information about the amounts of merchandise received, sold, and on hand by individual item.

Merchandise Ticket—small slip of paper providing information such as the price, style number, manufacturer, size, and date received.

Bin Ticket—marker affixed on storage shelves or bins which identify the merchandise stored in that area.

Receiving Record—report of date, quantities, descriptive details, and condition of incoming merchandise.

Stock Requisition—form used to authorize the removal of goods from the stockroom to the sales floor or shipping area.

Bill of Lading—contract agreement between the seller (shipper) and the carrier for the carrier to deliver goods to the buyer.

Shipping Record—report of date, quantities, detailed characteristics, method of shipment, and carrier for outgoing goods.

Shipping Label—identifying paper on the outside of a container packed with outgoing merchandise showing the buyer to whom it is being sent and the seller who is sending it.

SHIPPING AND RECEIVING DEPARTMENT

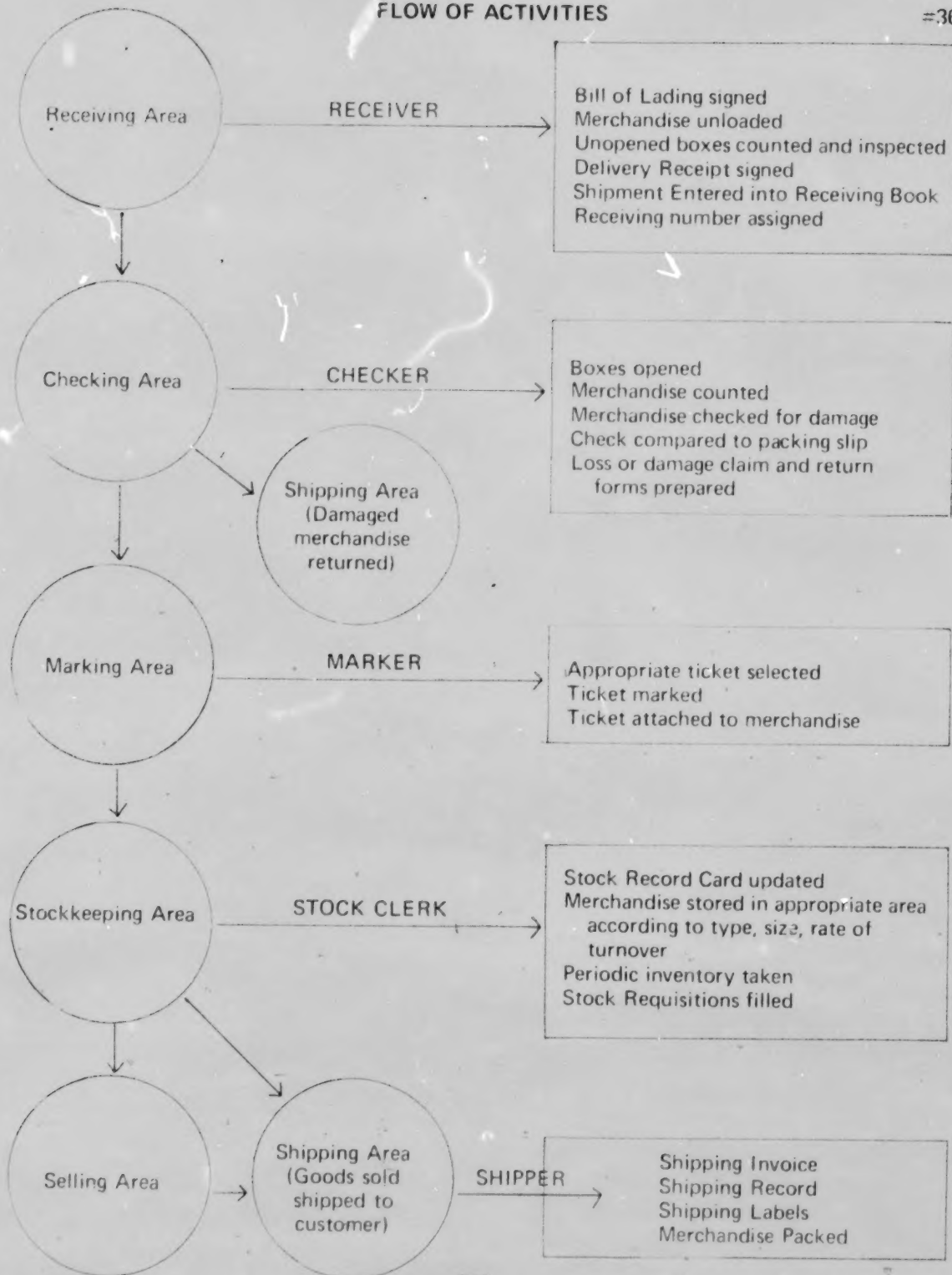
#35

Identify the person responsible for completing or using the forms listed below and explain the major purposes of each form.

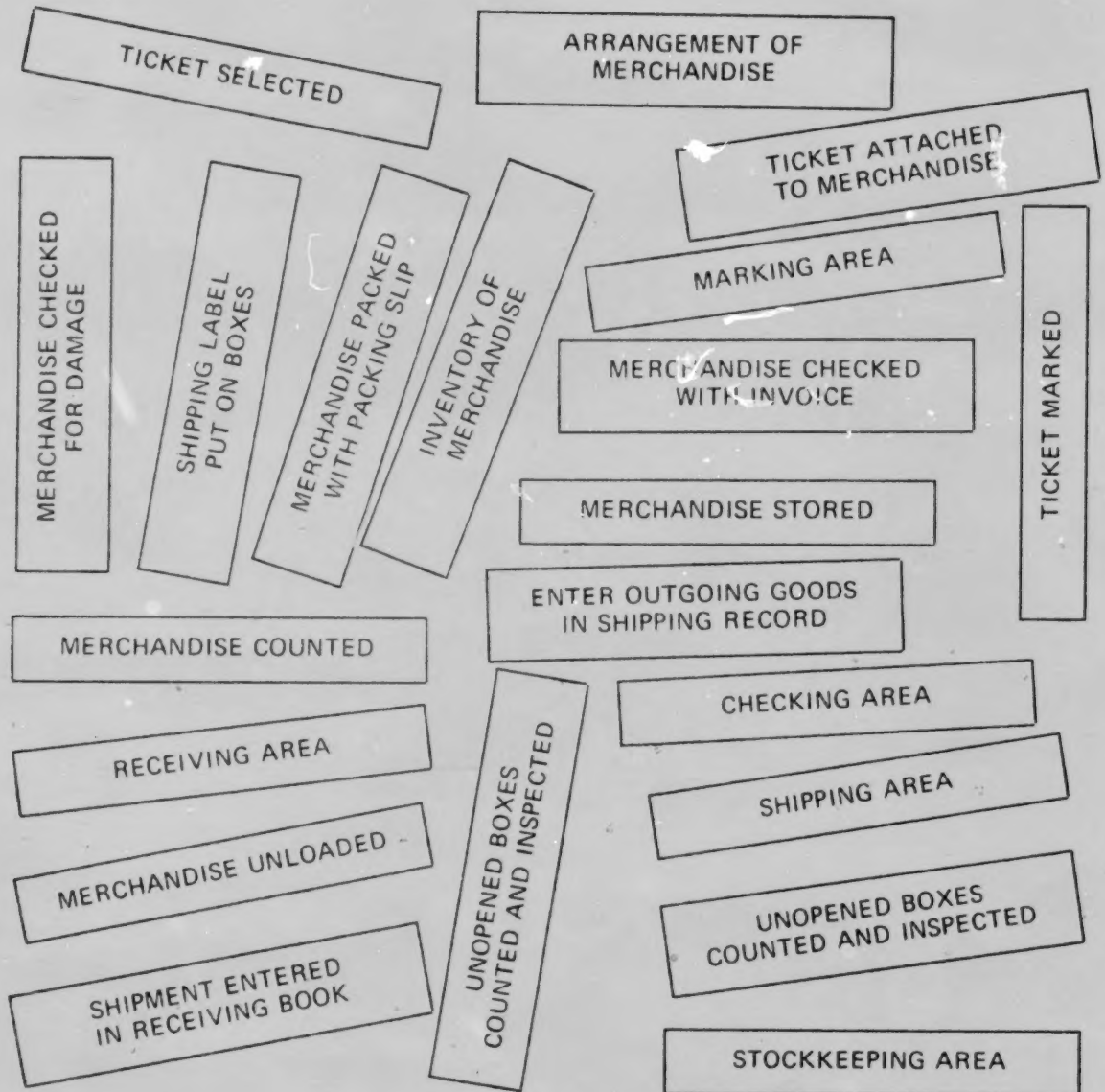
<i>Form</i>	<i>Person Responsible</i>	<i>Major Purposes</i>
Shipping Invoice		
Receiving Report		
Claim Form		
Price Ticket		
Inventory Report		
Packing Slip		
Stock Record Card		
Stock Requisition		
Vendor's Invoice		

FLOW OF ACTIVITIES

#36



215



INSTRUCTIONS

1. This activity has been developed to help you identify the activities performed in shipping, receiving and stockkeeping and to arrange the steps in receiving-shipping merchandise in proper order.
2. Cut out the strips and paste them on another sheet of paper arranging the five steps in proper order. Under each step, paste the three activities that are performed within that step.

#37

217

211

Shipping/Receiving Careers

- | | | | | |
|---------------------|----------------------|---------------------|-------------|-----------------|
| A. Purchase Order | F. Stock Record Card | K. Shipping Record | P. Marker | U. Stock Clerk |
| B. Vendor's Invoice | G. Bin Ticket | L. Gummed Label | Q. Checker | V. Packer |
| C. Packing Slip | H. Bill of Lading | M. Pin Ticket | R. Shipper | W. Tracer |
| D. Inventory Sheet | I. String Ticket | N. Shipping Label | S. Loader | X. Cataloguer |
| E. Receiving Record | J. Stock Requisition | O. Shipping Invoice | T. Receiver | Y. Order Picker |

SHIPPING AND RECEIVING FORMS

#38

Directions:

Place an "X" in the boxes under each column to show which forms each of the shipping-receiving career personnel may handle.

SHIPPING RECEIVING CAREERS

	Purchase Order	Vendor's Invoice	Packing Slip	Inventory Sheet	Stock Record Card	Merchandise Ticket	Bin Ticket	Receiving Record	Stock Requisition	Bill of Lading	Shipping Record	Shipping Label
Receiving Supervisor												
Receiver												
Materials Handler												
Checker												
Marker												
Stockman												
Inventory Control Clerk												
Merchandise Distributor												
Order Dispatcher												
Shipping Supervisor												
Shipper												
Order Picker												
Packer												
Traffic Supervisor												
Route Dispatcher												
Deliveryman												
Tracer												
Stockroom Manager												

212

218

CASE PROBLEM

#39

THE STORE has just received a new shipment of merchandise from APEX Manufacturing Company. It was shipped from Chicago, Illinois by United Van Lines on September 1 and arrived at THE STORE on September 10. The shipment contains a variety of merchandise ordered by the Sporting Goods Department and contains the following items:

- 1 doz. fishing rods @ \$8.00 each, weighing 15 pounds
- 1 doz. fishing reels @ \$15.00 each, weighing 30 pounds
- 2 doz. tackle boxes @ \$3.00 each, weighing 24 pounds, blue
- 1 doz. life jackets @ \$8.00 each, weighing 16 pounds, size medium

The freight charge is \$1.00 per pound. This was the eighth shipment to be received by Joe Green and after counting the number of boxes and inspecting the unopened boxes, he was satisfied that the order was complete.

The shipment was then transferred to the checking area where Jan Green began to open the boxes, count the items of merchandise, and check each item for damage. She found that all of the items had been received, but noted that two of the life jackets had been torn and that the fasteners on them were defective.

The buyer for the Sporting Goods Department had sent the following information to be marked on the appropriate size tickets:

Vendor: APEX

Season: Spring

Price:

Fishing rods \$14.00

Fishing reels — \$25.00

Tackle boxes — \$ 6.00

Life jackets — \$13.00

Department: Sporting Goods

Cost Code:

A	B	C	D	E	F	G	H	I	J
0	1	2	3	4	5	6	7	8	9

The merchandise is to be stored in the central stockroom until it is requisitioned by the Sporting Goods Department to be moved to the sales floor. One month later the merchandise is requisitioned, but an inventory is taken before it is moved. The physical count revealed the following information:

- 12 fishing rods @ cost of \$8.00 each, retail \$10.00 each
- 12 fishing reels @ cost of \$15.00 each, retail \$20.00 each
- 24 tackle boxes @ cost of \$3.00 each, retail \$5.00 each
- 10 life jackets @ cost of \$8.00 each, retail \$10.00 each

Complete the shipping and receiving department forms involved with this merchandise.

213

219

INVOICE

#40

APEX MANUFACTURING COMPANY
1124 Lake Shore Drive
Chicago, Illinois 62304

Sold to:

THE STORE
2104 Bay Boulevard
Spring Lake, Florida 34917

Invoice No.: 11279

Date: Sept. 1, 19____

Customer Order Number: 87	Date Received August 15	Date Shipped September 1	Shipped Via United Van Lines	
Quantity Ordered	Description	Quantity Shipped	Unit Cost Price	Total Cost

PACKING SLIP

#41

Sold To: **THE STORE**
2104 Bay Boulevard
Spring Lake, Florida 34917

Quantity	Style #	Description	Sizes	Colors	Unit Cost

APEX MANUFACTURING COMPANY

Invoice No. _____

PACKING SLIP

215

221

LOSS OR DAMAGE CLAIM

#43

Name of store filing claim _____	
Address: _____ _____	
Name of vendor against whom claim is filed _____	
Address: _____ _____	Invoice Number: _____ _____
Shipped from _____	To _____
Date shipped _____	Date Received _____
Name of Carrier _____	
DETAILED STATEMENT OF CLAIM (number and name of items damaged, nature of damage, unit cost, shipping cost, total amount of claim)	
Total Amount of Claim	
The foregoing statement is certified to be correct. _____ (signature of claimant)	

STOCK RECORD CARD

#44

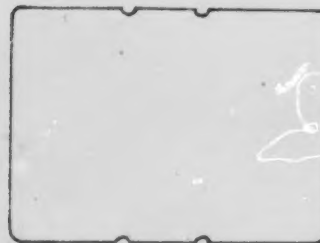
ITEM _____				SUPPLIER _____		
LOCATION _____				STYLE # _____		
MAXIMUM _____		MINIMUM _____		REORDER POINT _____		
Date	Received	Issued	On Hand	Ordered		
				Date	Order #	Amount

PRICE TICKETS

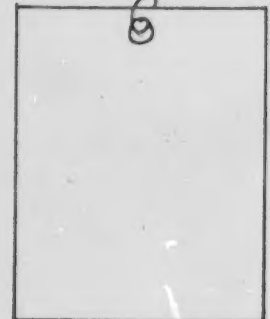
#45



GUMMED



PIN



STRING

218

224

STOCK REQUISITION

#46

No. _____		Date _____	
Store Location _____		Department # _____	
Quantity	Supplier	Style No.	Description

(Approved by)

(Requisition by)

(Issued by)

(Department)

219

225

INVENTORY REPORT

#47

Department	Item	Quantity on Hand	Cost		Retail	
			Per Item	Total	Per Item	Total
			Total Inv. at Cost		Total Inv. at Retail	

Selling is the process of assisting or persuading a customer to make a wise buying decision to meet his needs or wants for a good or service. Many selling careers do not involve direct contact with the customer for the purposes of conducting or assisting in the sale. In a retail business, sales promotion helps the personal selling of products with the use of special devices or techniques.

Sales promotion includes the four major areas of advertising, displays, special promotional techniques, and publicity. Most of the people who work in these sales promotion areas are nonpersonal selling career personnel; that is, they do not deal directly face-to-face or by telephone with the customer in persuading a customer to buy. However, in a few cases, sales promotion personnel do work directly with the customer. Occasionally, one of them may close the sale. Such careers include sample distributors, fashion models, and product demonstrators. Since these people are not usually a part of the retailer's personal selling team, they are included in this unit on sales promotion careers.

Advertising

Advertising is any paid form of nonpersonal presentation of ideas, goods, or services by printed or audio-visual means for an identified sponsor. These means are called "Media," and include newspapers, magazines, billboards, flyers, radio, television, and movie theatres. Advertising offers many exciting job opportunities for people with imagination, writing ability, and drawing skill. Some of the advertising careers include the following:

Advertising Analyst—obtains information about various advertising costs, compares volume of advertising done by competitors, prepares reports on merchandise before and after advertising

Advertising Man—plans advertising program for a business and its products in conjunction with the sales manager; develops such items as brochures, handbills, etc.; in smaller businesses serves as the liaison with an advertising agency for development of the necessary promotional plans

Advertising Manager—coordinates and supervises all advertising activities and personnel for the business, purchases advertising time and space with advertising media for the business

Announcer—provides the audience of prospective customers with information about the products or business on radio or television

Copywriter—obtains the necessary information about the products or business and prepares the original copy for an advertisement

Illustrator—creates a picture or design to favorably show a product or the business described in the copy of an advertisement

Layout Man—assembles all of an advertisement's parts into attention-getting, attractive presentation for a product or business

Production Man—compares final copy prepared by the layout man with the finished printed advertisement to detect and correct any errors

Production Manager—puts the finishing touches of margins, borders, and typefaces; coordinates activities of the copywriter, illustrator, and ad layout man; submits final copy for printing

Proofreader—compares the final copy of an ad, story, article, etc. with the finished printed product to detect and correct any errors

Display

People who work in display are involved in visually showing merchandise, often as it is used. Displays are placed within or around a business to get customers' attention and create interest in buying the displayed goods. Some of the methods or types of displays include window displays and interior displays on counters, walls, floors, ledges, and ceilings. Other interior displays are created on islands at focal points of the store and at the point-of-purchase areas (cash registers). Some of the interesting career opportunities in display include:

Assembler—designs, develops, and constructs special displays, such as point-of-purchase displays, props, and trimmings

Designer—creates and plans the displays on a drawing board based upon information from the display manager and sales personnel

Display Assistant—orders materials and supplies for the display man; keeps an inventory of all props, trimmings, tools, etc.; checks display signs and cards for accuracy

Display Man—arranges the merchandise and props into an attractive design as created by the designer; in smaller businesses he may assume the roles of the designer, technician, trimmer, and the sign writer

Sign Writer—creates by hand or machine any necessary display showcards, posters, signs, or other visual promotional aids

Technician—prepares and cleans the display area, gathers or returns the necessary merchandise, selects the necessary props needed

Trimmer—adds the backdrops, floor covers, and other display accessories requested by the display man; assists the display man with displays that are difficult to create by one person

Special Promotional Techniques

Special promotional techniques are devices, other than advertising and display, which are used during a sales promotion campaign to attract special attention and arouse a lot of interest.

Usually planned by advertising personnel, these devices include fashion shows, contests, trading stamps, coupons, exhibits, samples, and sweepstakes. Display workers are frequently involved in setting up or preparing for sales promotional activities, such as fashion shows, samples, and contests. A few of the sales promotion career specialists are:

Fashion Coordinator—promotes new fashions and coordinates promotional activities, such as fashion shows, in conjunction with the buying, selling, and other sales promotion departments

Fashion Model—shows the details and features of a garment by wearing it and explaining its design, fabric, and prices to customers

Product Demonstrator—illustrates a product in use to groups of prospective customers and sometimes closes the sale for the goods

Sales Promoter—plans and coordinates special promotional campaigns using such techniques as samples, demonstrations, and contests

Sample Distributor—explains the unique features of a product and gives small free sizes of the product to customers to try

Public Relations and Publicity

Public relations and publicity includes those activities designed to develop goodwill or a favorable public impression of a business, organization, person, or group through the news media, sponsoring special events or groups, providing special free materials or assistance. A few of the job opportunities available in public relations or publicity to consider are:

Public Relations Man—plans and promotes programs to favorably promote publicity and goodwill for a business

Publicity Agent—arranges for the needed space in newspapers, magazines, billboards, etc. and time on radio or television

Publicity Director—supervises and coordinates all public relations and publicity activities in conjunction with the other sales promotion departments and the management

Publicity Writer—prepares news or human interest stories concerning company activities, personnel, or sponsored events

Reporter—gathers information about special events and happenings and prepares news releases for radio, television, and newspapers

SALES PROMOTION STUMPER*

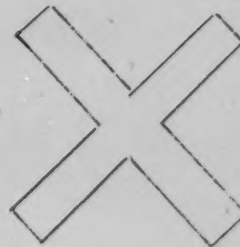
#49

Each of the 25 circles below represents a sales promotion career. Can you connect twelve of the circles with one continuous line to form a cross of 3 advertising, 3 display, 3 publicity, and 3 special promotion careers?



HINT—The cross should look like this:

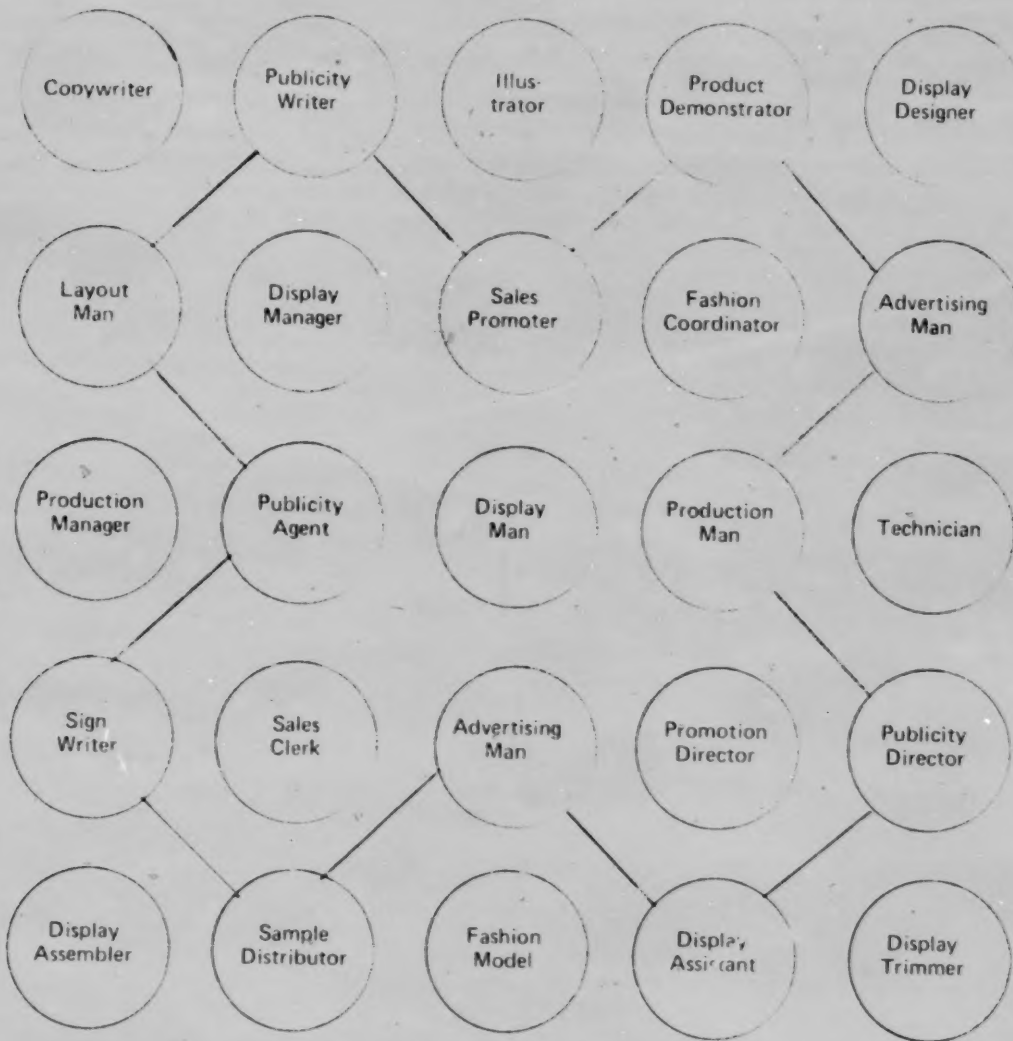
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SALES PROMOTION STUMPER -- KEY

#49

Each of the 25 circles below represents a sales promotion career. Can you connect twelve of the circles with one continuous line to form a cross of 3 advertising, 3 display, 3 publicity, and 3 special promotion careers?



PROMOTIONS IN SALES PROMOTION

#50

People who begin in one area of sales promotion often transfer or advance into another. Some sales promotion personnel enter from the personal sales force or customer service areas. Listed below are a few of the personal selling and customer service careers which often serve as career avenues into the sales promotion field. These will be covered in detail in the succeeding two units, but are included in the sales promotion career ladder below to provide a clearer view of the career progression available in sales promotion:

	<i>Job Entry</i>	
Stock Clerk	Technician	Sign Writer
Copywriter	Customer Service Clerk	Trimmer
Publicity Writer	Information Clerk	Display Assistant
Illustrator	Production Man	Fashion Model
Proofreader	Salesclerk	Reporter
	<i>Advanced Career</i>	
Product Demonstrator	Display Man	Sample Distributor
Display Designer	Publicity Agent	Display Assembler
Layout Man	Production Manager	Announcer
	<i>Management/Specialist</i>	
Advertising Analyst	Advertising Man	Advertising Manager
Display Manager	Fashion Coordinator	Publicity Director
Sales Promoter	Public Relations Man	Promotion Director

Read each of the sales promotion career descriptions given below. When you have decided the correct job title, place it in the numbered spaces you find below for each of the twelve descriptions. Give the career level of each in the space to the left of each number, using "M," "A," or "E."

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

1. Gives information to audiences about people, places, events on radio and tv
2. Prepares original copy for printed ad or radio script
3. Creates a picture or sketch for a product or service in an advertisement
4. Assembles all the parts of an ad into an attractive, appealing design
5. Compares final copy with finished printed copy of an ad or article
6. Gathers information about events or happenings and writes a news release
7. Plans and coordinates promotional campaigns using special techniques
8. Creates and plans merchandise displays on the drawing board
9. Arranges merchandise and props into an attractive display
10. Adds backdrops, floor coverings, and accessories to the displays
11. Plans and conducts programs to create goodwill for businesses, organizations, and institutions
12. Provides information concerning a person or group's activities through news releases, interviews, and scheduling public appearances.

SALES PROMOTION CHALLENGE

#51

Participants

1 Emcee/Judge

3 Contestants

1 Scorekeeper

Directions

Three contestants are read three questions about sales promotion careers varying in difficulty from 3 to 7 points, so that one question is worth 3 points, another valued at 5 points, and the last one worth 7 points. As each question is read, each contestant may receive the chance to answer that question by signaling before his opponents. If his answer is correct, a corresponding number of points is added to his score, and he earns the opportunity to answer the next question. If his answer is not correct, the opponent who signaled next may answer the question. If he is correct, he receives the points and a chance to answer the next question. The round continues until one player earns 15 points or more. He then gets the opportunity to go to the Sales Promotion Bonus Board, a sample of which is illustrated on the next page.

Note that the gameboard has four columns, valued at 1, 2, 3, or 4 points each. Within each of these columns are four squares, which should be illustrated with four different colors, such as red, blue, green, and yellow. Four terms should be printed, one on each of the four colors. Each column's four terms and colors should be alternated, so that there is no easily distinguishable pattern, such as any one term being on the same colored square in each of the four columns. The four terms which should be written on four squares are: ADVERTISING, DISPLAYS, PUBLICITY, and TECHNIQUES; the major areas of sales promotion used by retailers to promote their goods.

When the winning contestant looks at the gameboard, he should only see four different colored squares for each column with that column's number on each of them. He has 15 points and must decide how he wishes to reveal the word behind at least four squares, one in each column, so that he uncovers four different terms. As an example: he may select 4 green to reveal "DISPLAYS," 3 blue to uncover "PUBLICITY," 2 yellow to unveil "TECHNIQUES," and 1 red to show "ADVERTISING." He now would have used up 10 of his 15 points and has 5 points left to find the fourth term, "ADVERTISING."

His only limitation is that he may not uncover more than three of the four squares in any one column. In this case, the contestant could still uncover two more squares in each of the four columns, although in this case he could not turn over two 3's or 4's because he does not have enough points remaining. If the player successfully discovers all four terms within his point limit, he then earns a bonus prize to be determined by the instructor. Generally, 2-3 games may be played during a class period. Special additional bonuses may be awarded contestants winning more than one round or game.

SAMPLE GAMEBOARD

1 2 3 4

DISPLAYS	PUBLICITY	TECHNIQUES	PUBLICITY
TECHNIQUES	DISPLAYS	PUBLICITY	DISPLAYS
PUBLICITY	ADVERTISING	ADVERTISING	TECHNIQUES
ADVERTISING	TECHNIQUES	DISPLAYS	ADVERTISING

#51

In some smaller businesses, the manager assumes many of the sales promotion responsibilities. Often, he hires professionals through an agency for special promotions. Frequently, he uses the services of the sales promotion specialists who work for the newspapers, radio and television stations, etc. where he buys advertising time and space.

Most small retail stores, as well as large chain stores, rely heavily on newspaper advertising. Most of them schedule regular advertising in a local paper, whether the ads are run twice a week, weekly, monthly, etc. In addition, many small retailers and large operations use radio spots for special promotions. Usually, a smaller business cannot afford television. Television commercials are expensive and usually aim at a wider audience than the small retailer services.

Direct mail, such as postcards and product stuffers, are often used because they are relatively inexpensive. Many small businesses rely upon direct mail to keep their regular customers informed. Many larger, as well as smaller, businesses include product stuffers with monthly bills to charge customers.

Displays are vital sales promotion methods for all retailers who have a store that customers visit. Mail-order houses and door-to-door companies, for example, would have no need to use merchandise displays. Goods which are advertised should be on display in a store. Some may be in the window, at a checkout counter, or on the wall.

Special promotional techniques are used by most businesses at some time. Trading stamps are usually given for regular purchases, such as food, gasoline, beauty supplies, and the like. Samples are distributed in cases where small inexpensive quantities can be obtained, such as perfume, foods, and health or beauty products. It is not practical to give samples away of things such as clothing, furniture, records, and appliances.

Contests are popular methods used by large and small businesses alike. They may include drawings for merchandise, cash bonuses, or special services. Often this is an inexpensive way for a business to create interest in products. Publicity and public relations activities are performed by most businesses. Large businesses, and occasionally smaller firms, conduct exhibits, fashion shows, and special events. Local teams and activities are sponsored with money and prizes.

The local newspaper, of course, is usually the retailer's number one promotional method. Radio and direct mail are frequently used by many. Displays are a must for all retail stores. Special techniques and publicity methods are used less frequently, especially by smaller retail businesses.

Some terms have special significance in sales promotion:

Advertising

Copy--the written message of the advertisement which describes the product or service.

Illustration--the picture(s), drawings, and/or sketches included in the advertisement.

Headline—the first written line in the ad which attracts the reader's attention.

White Space—a blank space not occupied with any other item.

Signature Plate—the name of the advertiser and usually his address.

Media—channels of communication such as newspapers, magazines, radio, and television.

Display

Background Materials—background scenes, surfaces, wall treatments, etc.

Props—fixtures, mannequins, and other equipment which support the merchandise.

Merchandise Units—major merchandise items to be displayed.

Merchandise Accessories—items related to the major merchandise which help to show it off.

Floor Covering—carpet, tile, sand, water or other treatment which relates to the merchandise on display or help to make it more attractive.

Show Cards and Price Tickets—information cards or tickets for the merchandise on display.

PLANNING SALES PROMOTIONS

#52

Decide which forms of sales promotion each type of business is likely to use and place a ✓ check mark in the appropriate column. Below the chart name the careers which could be involved with each of the sales promotion methods.

RETAIL BUSINESS	Newspaper	Radio Spots	Television	Direct Mail	Displays
Department Store					
Mail-Order Firm					
Service Station					
Chain Food Store					
Record Shop					
Clothing Shop					
Door-to-Door Company					
Variety Store					
Auto Sales Shop					
Convenience Store					
Building Supplies					
Furniture Store					
Jewelry Chain Store					
Appliance Repair					
Large Drug Store					

NEWSPAPER—

RADIO—

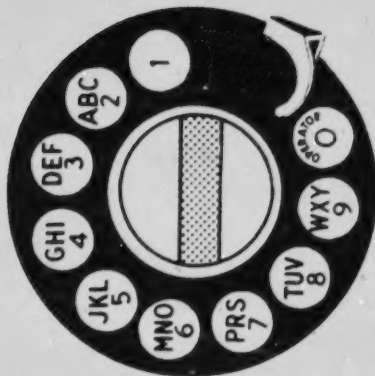
TELEVISION—

DIRECT MAIL—

DISPLAYS—

"PERSONAL SELLING PLEASE"

Using the numbers on the telephone dial, uncode each of the number groups below to reveal a personal selling career. Remember, each number represents three letters. For example, "2" could be letters A, B, or C. A few letters have been revealed to help you.



Job Entry

1. 2 2 7 4 4 3 7
2. 7 2 5 3 7 2 5 3 7 5
3. 7 3 7 8 4 2 3 / 7 8 2 8 4 6 6 /
2 8 8 3 6 3 3 6 8
4. 7 8 6 2 5 2 5 3 7 5
5. 8 3 6 3 4 6 4 / 6 2 2 4 4 6 3 /
6 7 3 7 2 8 6 7

233

239

Advanced Career

6. 2 8 2 8 3 6 6 3 3 7
7. 2 6 8 6 8 3 7 6 2 6
8. 4 3 2 3 / 2 2 7 4 4 3 7
9. 6 8 8 7 4 3 3 / 7 2 5 3 7 6 2 6
10. 7 6 8 8 3 6 2 6
11. 7 2 5 3 7 6 2 6
12. 8 8 4 5 4 8 9 / 6 2 6

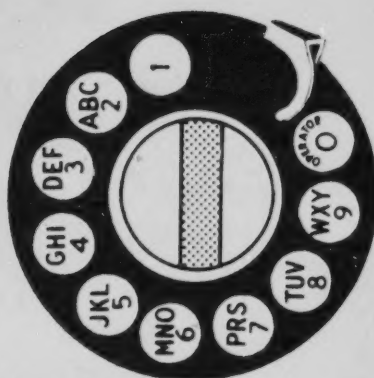
U _ _ _ _ N _ _ R
_ _ _ _ N _ _ R _ _
H _ _ _ / _ _ S _ _ E _ _
_ _ T _ _ E / _ _ L _ _ M _ _
_ _ O _ _ M _ _
_ _ A _ _ S _ _ N _ _
U _ _ L _ _ Y / _ _ A _ _

Management/Specialist

13.	3 3 7 2 7 8 6 3 6 8 /	P	M	T	/	N	G	
	6 2 6 2 4 3 7							
14.	3 5 6 6 7 /	F	R	P		N	D	
	7 8 7 3 7 4 6 8 3 6 3 3 6 8							
15.	4 3 6 3 7 2 5 / 6 2 6 2 4 3 7	N	L	A		G		
16.	7 6 8 8 3 / 7 8 7 3 7 8 4 7 6 7	R	T	P		V	O	
17.	7 2 5 3 7 / 6 2 6 2 4 3 7	L	M	A				
18.	7 3 2 8 4 6 6 / 6 2 6 2 4 3 7	S	T	/	N		R	

"PERSONAL SELLING PLEASE" - KEY

Using the numbers on the telephone dial, uncode each of the number groups below to reveal a personal selling career. Remember, each number represents three letters. For example, "2" could be letters A, B, or C. A few letters have been revealed to help you.



Job Entry

1. 2 2 7 4 4 3 7 C A S H I E R
2. 7 2 5 3 7 2 5 3 7 5 S A L E S C L E R K
3. 7 3 7 8 4 2 3 / 7 8 2 8 4 6 6 / S E R V I C E / S T A T I O N /
- 2 8 8 3 6 3 3 6 8 A T T E N D A N T
4. 7 8 6 2 5 2 5 3 7 5 S T O C K C L E R K
5. 8 3 6 3 4 6 4 / 6 2 2 4 4 6 3 / V E N D I N G / M A C H I N E /
- 6 7 3 7 2 8 6 7 O P E R A T O R

Advanced Career

6. 2 8 2 8 4 6 6 3 3 7 A U C T I O N E E R
7. 2 6 8 6 8 3 7 6 2 6 C O U N T E R M A N
8. 4 3 2 3 / 2 2 7 4 4 3 7 H E A D / C A S H I E R
9. 6 8 8 7 4 3 3 / 7 2 5 3 7 6 2 6 O U T S I D E / S A L E S M A N
10. 7 6 8 8 3 6 2 6 R O U T E M A N
11. 7 2 5 3 7 6 2 6 S A L E S M A N
12. 8 8 4 5 4 8 9 / 6 2 6 U T I L I T Y / M A N

Management/Specialist

13.	3372786368 /	<u>D</u> <u>E</u> <u>P</u> <u>A</u> <u>R</u> <u>T</u> <u>M</u> <u>E</u> <u>N</u> <u>T</u> / <u>M</u> <u>A</u> <u>N</u> <u>A</u> <u>G</u> <u>E</u> <u>R</u>
	6262437	
14.	35667 /	<u>F</u> <u>L</u> <u>O</u> <u>O</u> <u>R</u> / <u>S</u> <u>U</u> <u>P</u> <u>E</u> <u>R</u> <u>I</u> <u>N</u> <u>T</u> <u>E</u> <u>N</u> <u>D</u> <u>E</u> <u>N</u> <u>T</u>
	78737468363368	
15.	4363725 / 6262437	<u>G</u> <u>E</u> <u>N</u> <u>E</u> <u>R</u> <u>A</u> <u>L</u> / <u>M</u> <u>A</u> <u>N</u> <u>A</u> <u>G</u> <u>E</u> <u>R</u>
16.	76883 / 7873784767	<u>R</u> <u>O</u> <u>U</u> <u>T</u> <u>E</u> / <u>S</u> <u>U</u> <u>P</u> <u>E</u> <u>R</u> <u>V</u> <u>I</u> <u>S</u> <u>O</u> <u>R</u>
17.	72537 / 6262437	<u>S</u> <u>A</u> <u>L</u> <u>E</u> <u>S</u> / <u>M</u> <u>A</u> <u>N</u> <u>A</u> <u>G</u> <u>E</u> <u>R</u>
18.	7328466 / 6262437	<u>S</u> <u>E</u> <u>C</u> <u>T</u> <u>I</u> <u>O</u> <u>N</u> / <u>M</u> <u>A</u> <u>N</u> <u>A</u> <u>G</u> <u>E</u> <u>R</u>

#53

Selling is an essential link between the retailer of goods and the consumer. Selling is the process of assisting or persuading a customer to make a wise buying decision to meet his needs and wants. Personal selling involves a direct face-to-face or telephone contact with a customer during the actual sale.

Selling is all important. It is through the sale of merchandise that all of the other people in a retail store are needed. It is true that to continue in business there must be people to reorder merchandise, receive merchandise, and deliver merchandise, but without the sale of merchandise the store would go out of business and everyone would lose their job. The sales personnel must sell enough merchandise to pay for all of the store's expenses, for the salary of everyone who works in the store, and to show a profit.

Although selling is often the route taken by those who become top executives or managers, little formal education is usually required to begin a selling career. An outgoing, friendly personality and initiative are two important factors in the salesman's success. With these qualities and special training as needed, the salesman may become a buyer, merchandise manager, or even a company president.

Some of the interesting personal selling careers in retailing that you might like to investigate include:

Job Entry

Cashier	Works for a retailer or marketing service industry by handling the exchange of money for a good or service by cash or credit.
Salesclerk	Hired by a retail store to assist customers who do not need in-depth merchandise information and demonstration and thereby serve many customers, often for frequently bought items or lower-priced goods.
Service Station Attendant	Provides service to motor vehicles for sale of gasoline, motor oil, and accessories to customers.
Stockclerk	Arranges, straightens, and prices merchandise on the sales floor; assists customers in selecting and locating merchandise.
Vending Machine Operator	Delivers and services vending machines on a regular basis; handles customer suggestions and complaints.

Advanced Career

Auctioneer	Provides information about merchandise to a group of customers, opens and closes offers (bids) made to buy.
------------	---

Counterman	Assists customers in determining goods (usually parts) that are needed, obtains the merchandise from the stockroom, and may ring up the sale.
Head Cashier	Trains new cashiers, assigns registers, break time, takes readings of sales on registers, checks and records each cashier's performance.
Outside Salesman	Sells goods for a retailer to individual customers in the home or place of business, rather than within the store.
Routeman	Sells and delivers merchandise from a truck to customers in a certain area on a regular basis.
Salesman	Employed by a store to provide creative salesmanship in the demonstration and explanation of a product to customers for products which are not frequently bought or which are expensively priced.
Utility Man	Handles pricing, stocking, and inventory of supermarket items on the floor and operates a cash register when necessary.

Management/Specialist

Department Manager	Coordinates all activities and personnel for a specific type of merchandise in a retail store.
Floor Superintendent	Supervises a group of section managers for a floor in a large department store.
General Manager	Top executive of a retail business who supervises and coordinates all activities and personnel within the business.
Route Supervisor	Oversees all activities of the sale and delivery of goods to customers.
Sales Manager	Hires, fires, trains, and supervises all sales personnel for the business; participates in planning sales promotion activities.
Section Manager	Supervises selling activities and services for an assigned area of the store.
Merchandise Manager	Directs selling and buying activities within a retail store.

SALES OVERVIEW

#54

1. The person who works in sales in a low ticket-item department which is primarily self-service, and in which the merchandise does not usually have to be demonstrated is called a _____.
2. The employee who works in sales in a large ticket-item department, who must be skillful in demonstrating merchandise, and who can overcome customer objections is called a _____.
3. The head of the home furnishings department has the job title of _____.
4. The individual responsible for the sales training and supervision of a store is the _____.
5. An entry level selling job in which the person rings up the sale and exchanges money with a customer is the _____.
6. This advanced career in retail selling sells to groups of customers by calling for "bids" on merchandise and is called an _____.
7. As manager of a group of door-to-door salesmen, this job oversees all selling and delivery activities and is known as the _____.
8. This advanced career man assists customers in determining needed goods, getting the goods from the stockroom, and ringing up the sale. Usually working with large numbers of parts or goods, he is a _____.
9. This executive directs and controls all activities and personnel within a retail firm and has the career title of _____.

1. Mrs. Hatcher, the jewelry department manager, noticed one of her new entry level salesclerks accepting a cash payment from a customer and putting the money in her jacket pocket. How would you handle this situation?

2. Tracy is a cashier-checker at the job entry level for a local grocery store. A customer has just bought a large order of groceries and returned from her car to say that Tracy shorted her \$10.00. What would you do?

3. Tom is an advanced career salesman for an automobile dealer. The lot is very busy today because they are giving 100 gallons of gasoline free with each purchase this weekend. He approaches one customer who seems interested in buying a red station wagon. The man standing next to her says, "Listen, I've been waiting for a half an hour. I was here long before this gal." How would you take care of this situation?

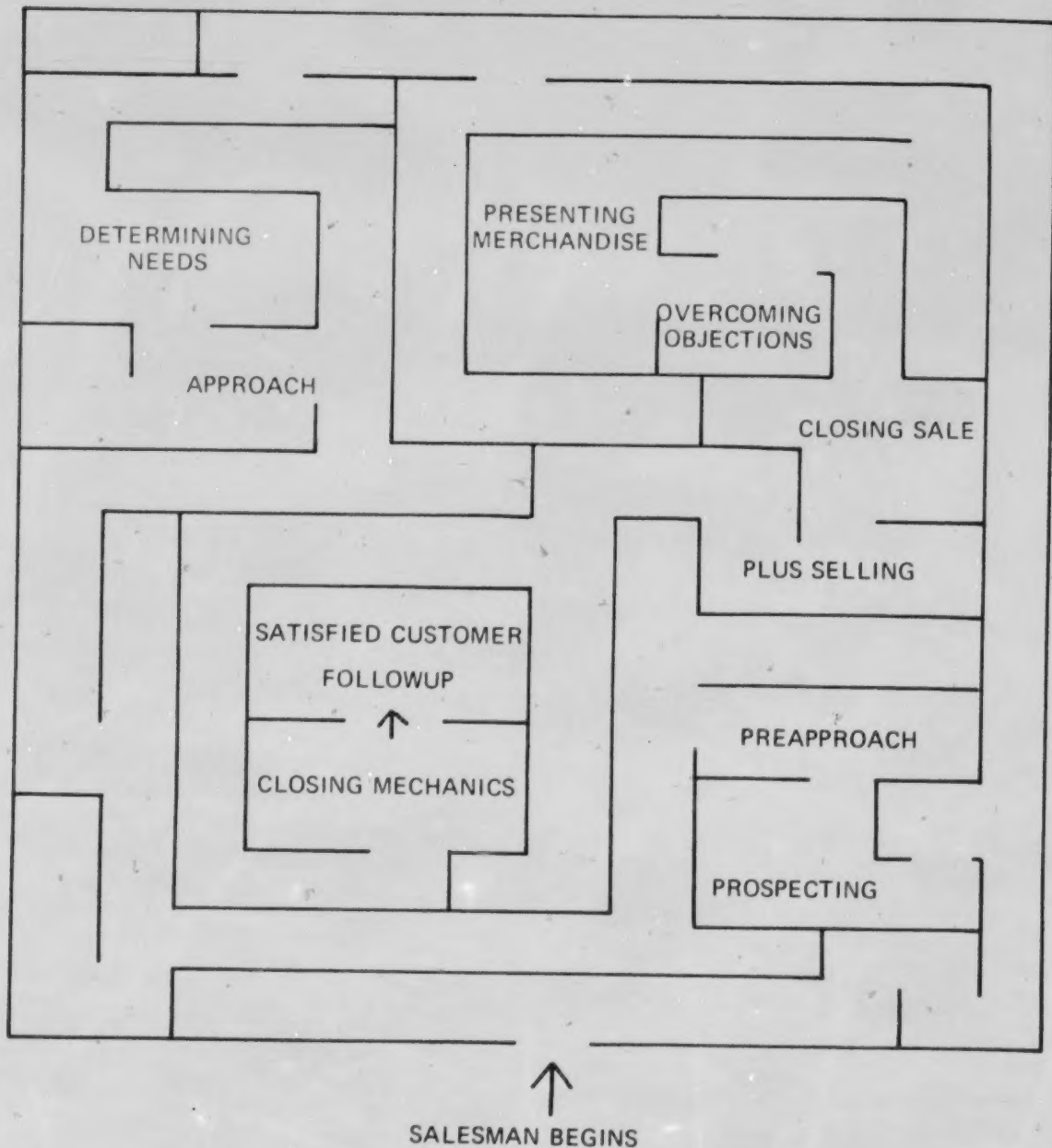
4. Being in a management position, Mr. Clark, the route supervisor for a dairy products company has called his monthly meeting with his advanced career routemen. Last month the general manager of the company asked him to hire his son to work as a routeman. Mr. Clark took Joe on, but has a morale problem developing with the other men. The boss' son comes in late, leaves early, and has missed some of his deliveries. Mr. Clark has talked to him several times with no success. Several routemen have said they are going to say something in the meeting if something isn't done. What would you do?

5. Melissa has an entry level position as a service station attendant. As she was filling a customer's gas tank, she noticed he was standing by the gas pump smoking a cigarette. When Melissa reminded him of the no smoking sign, the man barked, "That sign isn't necessary. This cigarette isn't in the tank." He finished smoking his cigarette. What would you do and say in this case?

MAKE THE SALE IN THE RETAIL SCENE

#56

1. Follow the maze—see if you can make the sale and satisfy the customer.
2. On a separate piece of paper write down ten steps you went through in completing the sale to satisfy the customer as an effective salesman.



Can you fill in the steps a salesman should follow in conducting a sale? Read each of the clues below and write the correct terms in the blanks provided on the following page. Remember, some of the terms are more than one word.

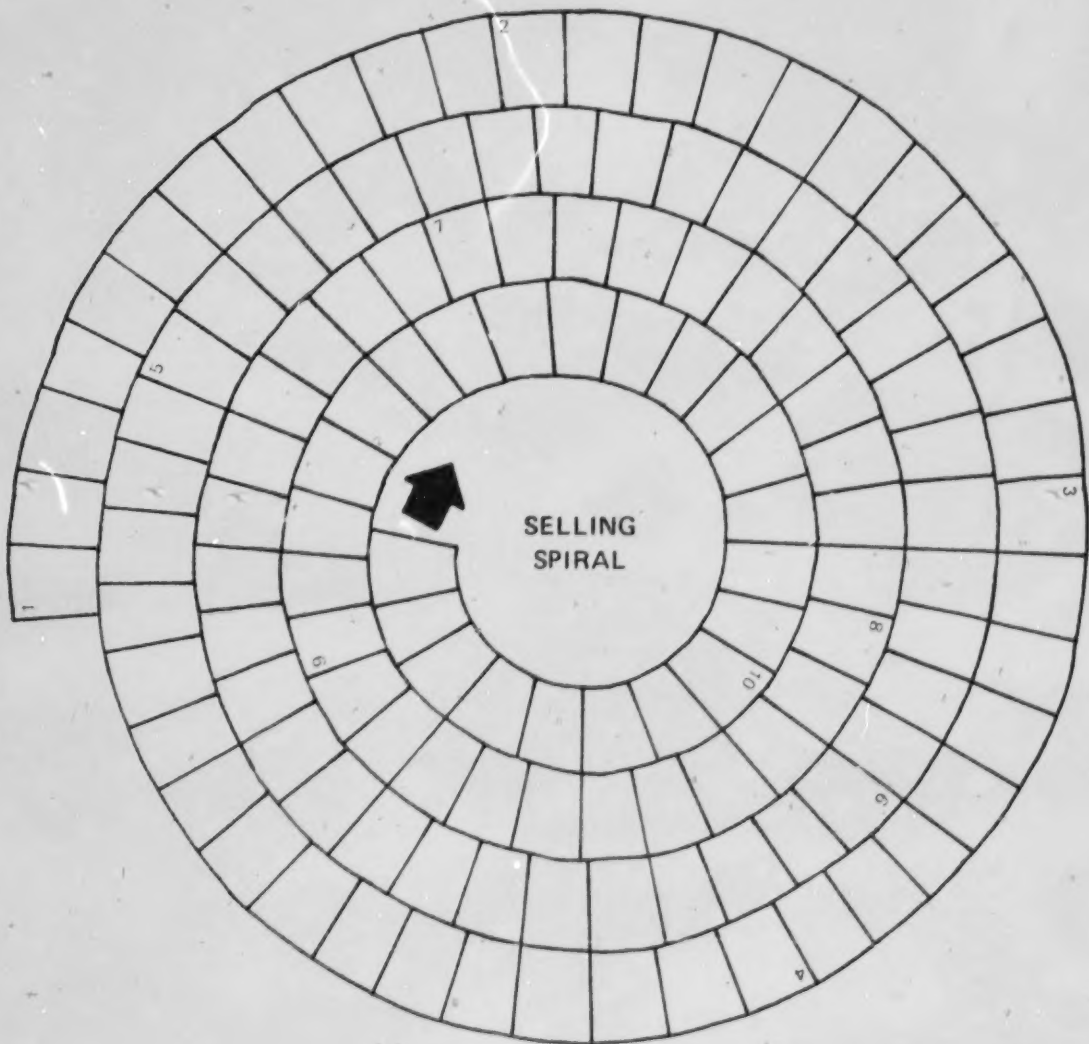
1. Process of seeking and finding possible customers
2. Procedure of obtaining information about your prospect and product
3. Greeting the customer and opening the sale
4. Finding out how, for what, and by whom the product is to be used
5. Explaining and showing the product as it would be used
6. Emphasizing the benefits of the product and services of the seller
7. Bringing the customer to a positive buying decision
8. Attempting to sell the customer higher quality or additional goods
9. Completing the sales transaction by writing a sales slip, ringing up a sale, etc.
10. Contacting the customer at a later date to determine his satisfaction and offer additional services

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SELLING SPIRAL*

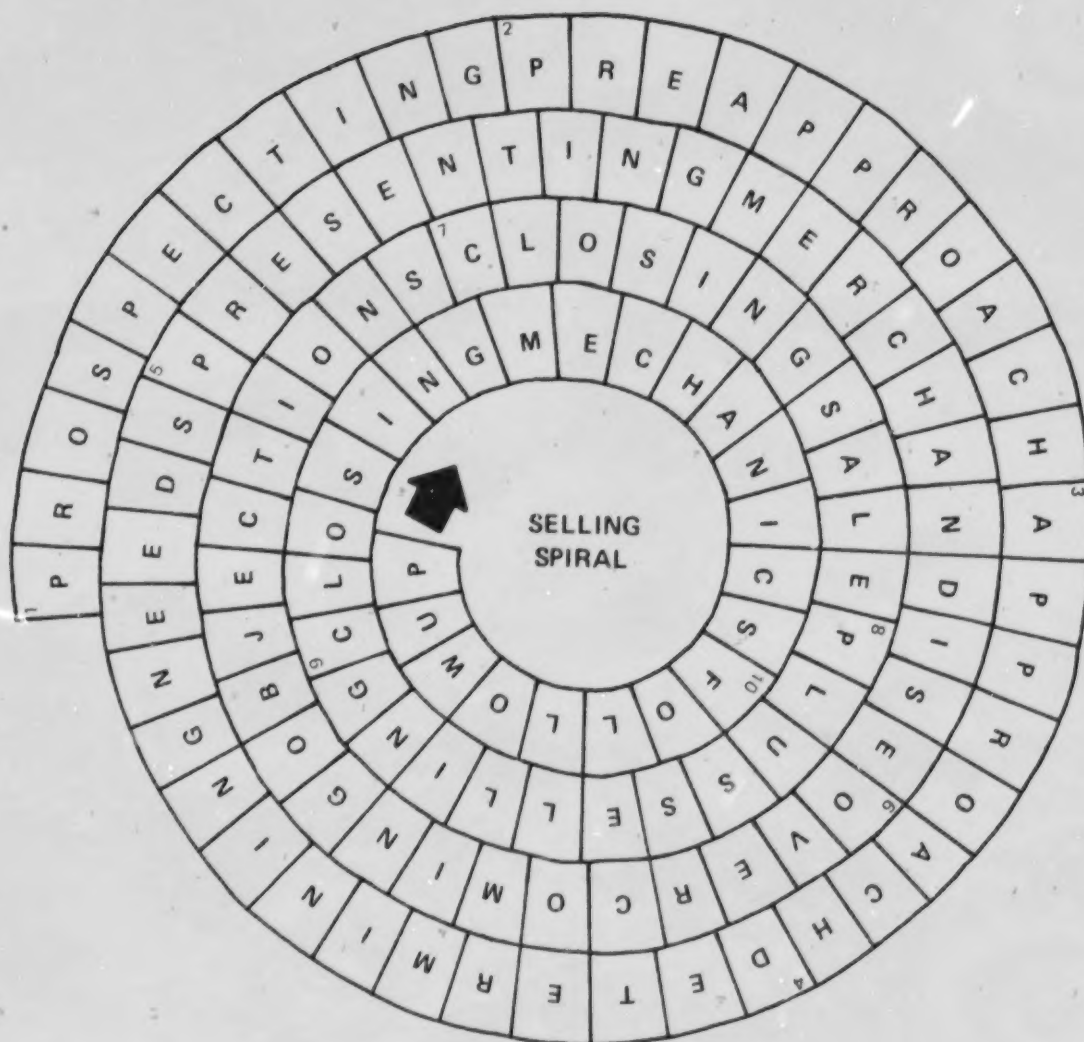
#57

A good salesman takes ten steps in satisfying his customer's needs and completing a sale. Read each of the descriptions on the previous page and write the correct term in the spaces of the spiral puzzle below. The steps are in the correct order in which a salesman would perform them in serving his customer.



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#57



244

250

SATISFYING STEPS IN SELLING

#58

An effective salesman takes ten steps in satisfying his customer and completing the sale:

Prospecting	process of seeking and finding possible customers
Preapproach	procedure of obtaining information about your prospect and product
Approach	greeting the customer and opening the sale
Determining Needs	finding out how, for what, and by whom the product is to be used
Presenting Merchandise	explaining and showing the product as it would be used
Overcoming Objections	emphasizing the benefits of the product and services of the seller
Closing Sale	bringing the customer to a positive buying decision
Plus Selling	attempting to sell the customer higher quality or additional goods
Closing	completing the sales transaction by writing a sales slip, ringing up a sale, etc.
Follow-Up	contacting the customer at a later date to determine his satisfaction and offer additional service

In addition, sales personnel perform a number of sales-supporting activities. Some of these include:

- Keeping displays and sales areas clean and neat
- Filling display racks and counters with reserve stock merchandise
- Completing want slips for requested products
- Totaling daily sales and checking against sales slips and cash drawer
- Requesting stock from the storeroom or warehouse
- Covering or moving merchandise when the business closes for the day

Three careers in which there are many opportunities within retail stores are the entry level salesclerk, the advanced career salesman, and the management position of department manager. Listed below are some of the specific sales and sales-supporting activities which each of them performs.

Salesclerk

1. Usually works in small ticket department and/or department which is mostly self-service
2. Shows merchandise to customer if it is not on display
3. Rings sale on cash register and makes change
4. Helps keep department clean
5. Wraps merchandise
6. Straightens up displays
7. Knows stock available for sale
8. Replenishes counters and racks with merchandise located in drawers or shelves under counters

Salesman

1. Usually works in large ticket-item department
2. Demonstrates merchandise to customer
3. Answers customer's questions about the merchandise
4. Overcomes customer's objections
5. Tries to trade up to better items
6. Suggests additional and/or related merchandise to customer for purchase
7. Tailors sale to customer's needs
8. Arranges for credit sale
9. Checks delivery schedule for customers
10. Makes sure item sold is in stock
11. Rings sale on cash register and makes change
12. Helps keep department clean
13. Wraps merchandise
14. Straightens up displays
15. Knows stock available for sale
16. Replenishes counters and racks with merchandise located in drawers or shelves under counters.

Department Manager

1. Supervises and coordinates activities of employees in the department
2. Assigns duties to employees and schedules lunch periods
3. Listens to customer complaints and attempts to restore goodwill
4. Recommends purchase of new stock or reordering of new stock
5. Approves checks for payment of merchandise
6. Issues or authorizes refunds for merchandise returned

DUTIES AND RESPONSIBILITIES OF SALES PERSONNEL

#58

Although the specific duties and responsibilities of retail sales personnel will vary according to the type of retail store, the size of the store, and the department in which the salesperson is working, he is expected to perform numerous sales and sales-supporting duties. Identify each of the specific tasks given below as a (1) sales or (2) sales-supporting activity.

1. Demonstrates merchandise to customer
2. Rings sale on cash register
3. Straightens merchandise on display counters and racks
4. Empties ash trays
5. Answers customer's questions
6. Overcomes customer objections
7. Replenishes display counters and racks with merchandise located in drawers under the counters.
8. Totals sales for the day
9. Compares daily sales to register tapes and charge tickets
10. Completes want slips
11. Wraps, bags, and/or sacks merchandise purchased
12. Counts items of merchandise remaining on counters and racks
13. Follows the steps in making a sale
14. Requisitions merchandise from stockroom to sales floor
15. Dusts display counters
16. Places sheet or other covering over merchandise after the store closes
17. Makes change
18. Writes charge tickets for purchase, has customer sign, and gives customer receipt
19. Suggests additional and/or related merchandise
20. Assists customer in trying on wearing apparel

1. Sales total \$300. The salesman's commission is 3% of total sales. What is the salesman's income?

2. \$675 Total Sales

 .07 Rate of Sales Commission

 Salesman's Income

3. Sales total \$1,200. Base salary is \$95. Sales commission is 4%. What is the salesman's total income?

4. Sales total \$1,400 the first month and \$1,000 the second month. The base salary is \$500 per month. The sales commission is 2% of total sales. What is the salesman's total income for the two month period?

#58

\$ Change due to customer

Pennies	.01	
Nickels	.05	
Dimes	.10	
Quarters	.25	
Half Dollars	.50	
One Dollar	\$1	
Five Dollars	\$5	
Ten Dollars	\$10	
TOTAL CHANGE	\$	

[illegible]

All CLAIM, AND RETURNED GOODS MUST BE ACCOMPANIED BY THIS BILL

PERSONAL SELLING PUZZLER**

#59

Change the order of the letters in the left column to reveal the ten major steps involved in personal selling.*

1. GROPSPECNIT
2. REHPAPORACP
3. HAPROCAP
4. TEDREMGININ/DENES
5. REPNEGINT/REMHANCISED
6. REVOMOGCIN/JOBTECSION
7. SLOGCIN/LEAS
8. SLUP/GINLSLE
9. NOCLSIN/CHEMANCIS
10. PUFOLWOL

*The ten steps are in the order in which a salesman would perform them.

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PERSONAL SELLING PUZZLER – KEY

#59

Change the order of the letters in the left column to reveal the ten major steps involved in personal selling.

1. G R O P S P E C N I T	<u>PROSPECTING</u>
2. R E H P A P O R A C P	<u>PREAPPROACH</u>
3. H A P R O C A P	<u>APPROACH</u>
4. T E D R E M G I N I N / D E N E S	<u>DETERMINING NEEDS</u>
5. R E P N E S G I N T / R E M H A N C I S E D	<u>PRESENTING MERCHANDISE</u>
6. R E V O M O G C I N / J O B T E C S I O N	<u>OVERCOMING OBJECTIONS</u>
7. S L O G C I N / L E A S	<u>CLOSING SALE</u>
8. S L U P / G I N L S L E	<u>PLUS SELLING</u>
9. N O C L S I N / C H E M A N C I S	<u>CLOSING MECHANICS</u>
10. P U F O L W O L	<u>FOLLOWUP</u>

Participants

- 3 *Panelists or Teams* bid on areas, answer questions
 - 1 *Moderator* opens bidding, reads questions
 - 1 *Scorekeeper* shows odds, indicates players' points
 - 3 *Authorities* make up final questions and answers
 - 3 *Judges* determine correctness of answers according to given questions
- Additional students take the losing panelists' places
All students submit 5 sets of questions, 3 questions in each set

Gameboard

C	B	A
1	2	3

Directions

Each panelist or team starts the game with 50 points and decides how much of his total he wants to wager at the beginning of the game on the first question. Each player or team may wager up to 10 points on any one round of questions. A total of ten rounds comprises one game and each round has three questions—one each for CAREERS (C), BUSINESS (B), and ACTIVITY (A). The player with the most points after 10 rounds wins.

Play is begun when the moderator asks each player or team to decide how much he wishes to wager up to 10 points and in which of the three categories he wishes to wager. To make the game more interesting, some questions are most difficult than others. The scorekeeper may indicate these odds with numbers under each of the categories as shown above. The "1" under CAREERS (C) shows that it is the least difficult, the "2" under BUSINESS (B) the next level of difficulty, and the "3" under ACTIVITY (A) as the most difficult.

Each player should be given ten cards with points of 1-10, so that he can show his wager. The player should also be given three cards, one each for CAREERS, BUSINESS, and ACTIVITY to indicate in which category he is wagering. If two or more players bid on the same area, such as CAREERS the player with the highest bid has the opportunity to answer the question, and the other player(s) do not participate in this category of questions. If two or more players choose the same area and wager the same amount of points, the moderator will open the bidding to those players and they may bid any number of points up to the amount which they possess. The player who bids the most will receive the question.

After wagering and bidding is completed, the moderator will ask the questions according to the order on the board, the CAREERS question first, the BUSINESS question next, etc., depending upon which ones have been selected. The moderator will read only those questions in the areas which have been bid upon. Each player will answer the question upon which he won the wager. If he answers correctly, his score is increased by the number of points he wagered multiplied by the odds (1, 2, or 3) in that area. If he answers incorrectly, his score is reduced only by the number of points he wagered.

For added interest, the tenth and last round of questions for the game may be played with no limits on the wagered amount except the number of points that a player has earned using the same rules for a tie bid.

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CLASSIFIED SELLING CAREERS

#61

Select ten of the selling jobs and check the classified section of the newspapers to determine the job opportunities in your area of the state for those ten careers. Clip ten "want ads" you find and glue them in the appropriate box. Complete the columns shown for kind of business and the duties which would be involved.

Newspaper Want Ads	Kind of Business	Duties Involved

SELECTING A SALES TEAM

#62

DIRECTIONS: Place an "X" in the boxes under each store to show the sales personnel it employs.	Service Station	Mail Order House	Chain Department Store	Independent Supermarket	Convenience Store	Small Variety Store	Bakery Route Delivery
NAME OF RETAILING CAREER							
Cashier, Cashier-Checker							
Salesclerk							
Service Station Attendant							
Stockclerk							
Vending Machine Operator							
Auctioneer							
Counterperson							
Head Cashier							
Outside Salesman							
Routeman							
Salesman							
Utility Man							
Department Manager							
Floor Superintendent							
General Manager							
Route Supervisor							
Sales Manager							
Section Manager							

The service department at THE STORE provides service activities that THE STORE'S customers have come to appreciate. Such services as gift wrapping, layaway, and appliance repair are provided by the service department. Customers go to the service department for store information as well as operating hints for appliances purchased at THE STORE. THE STORE houses the department mainly in the back of the building, but various services are found throughout the entire store. Additional space is provided in the auto center where customers have their cars serviced while they shop in the main store.

There is a workshop in the service department where all major appliances are checked out before they are delivered to the customer's home. Each washer or dryer is hooked up and run through a cycle before being loaded in the delivery truck. No defective appliance has ever been sent to a customer because of the service department. Besides checking out new appliances, those appliances that need to be repaired from time to time or that need a new part are fixed in the workshop. Many customers ask the serviceman how to operate more effectively.

Customer services are classified into five main categories:

Consumer Credit Services—allows the customers to purchase merchandise in exchange for a promise to pay for them later.

Merchandise Handling Services—sales-supporting activities involved in the order or follow-up of a sale for goods.

Customer Accommodations Service—sales-supporting activities which help customers get the maximum satisfaction from the goods they buy.

Information/Advisory Services—assistance provided to customers about the selection and use of merchandise.

Customer Shopping Conveniences—special services offered to increase goodwill and patronage of the store and make shopping more pleasant.

The customer service department does not sell merchandise, but makes valuable services available to the store's customers which helps to build goodwill and encourages them to buy more.

Sometimes a customer service may be "profit centered" which means that the service is paid for by the customer and that the store gains an additional income as a result. Other times, the service is said to be "cost-recovery." That is, the customer pays for the service but the store does not make any money because of that service. Then there are services provided by the retail store as "courtesies" for which the customer does not pay.

Some common examples of customer services offered by retail businesses according to their customer service categories are the following:

Consumer Credit Services

- Regular 30-day charge account
- Divided 90-day charge account
- Revolving account
- Installment account
- Major credit cards

Customer Shopping Conveniences

- Information, check cashing, gift certificates
- Food services, rest rooms, nurseries
- Extended store hours
- Parking, shopping carts
- Vending machines (milk, coffee, candy)
- Store atmosphere and arrangement
- Community services (charity, scholarships)

Merchandise-Handling Services

- Mail and telephone orders
- Delivery, shipping, and loading
- Storage
- Wrapping and packing
- Layaway
- Catalog sales

Customer Accommodation Services

- Adjustments, refunds, and exchanges
- Guarantees and warranties
- Special orders and custom services
- Installations
- Repairs and alterations
- Approval sales
- CODs (Cash on Delivery)

Information/Advisory Services

- Personal shopping
- Fashion consultation
- Wedding arrangements: bridal consultant, register
- Interior decorating
- Landscaping
- Educational services (classes and seminars)
- Printed aids: do-it-yourself materials
- Sales-assisting and technical information
- Point-of-sale display information
- Consultative and informational services
- Testing and analyzing

CUSTOMER SERVICE DEPARTMENT OVERVIEW

#63

Match the specific customer service listed in Column A with the appropriate category of customer service listed in Column B.

COLUMN A

- ___ Sewing class
- ___ Gift wrapping counter
- ___ Customer information
- ___ Layaway
- ___ Cafeteria
- ___ Repairs
- ___ Alterations
- ___ Bridal consulting office
- ___ Restrooms
- ___ Installations
- ___ Personal shopper extension
- ___ Customer delivery
- ___ Mail orders
- ___ Child care nursery
- ___ Interior design consultants
- ___ Installment purchases
- ___ Merchandise guarantees
- ___ Accepting major credit cards
- ___ Ordering goods from a catalog
- ___ Buying many items over a long period of time
- ___ Adjustments, refunds, exchanges

COLUMN B

1. Merchandise Handling Services
2. Customer Accommodation Services
3. Informational Services
4. Customer Shopping Conveniences
5. Consumer Credit Services

CUSTOMER SERVICE ACTIVITIES

#64

Determine whether each activity is part of the Customer Service Department or another department. If it is, write in the main category in which it is classified in the space provided.

<i>Retailing Activity</i>	<i>Customer Service Category</i>	<i>Customer Service Department</i>	<i>Other Department</i>
Sells sporting goods	_____	_____	_____
Repairs refrigerators	_____	_____	_____
Keeps records of inventory	_____	_____	_____
Installs auto tires	_____	_____	_____
Operates sign machine	_____	_____	_____
Handles layaways	_____	_____	_____
Makes up pay envelopes	_____	_____	_____
Answers customer questions	_____	_____	_____
Puts prices on merchandise	_____	_____	_____
Tunes up cars	_____	_____	_____
Sells men's ties	_____	_____	_____
Writes service orders	_____	_____	_____
Delivers merchandise	_____	_____	_____
Wraps gifts	_____	_____	_____
Puts on fashion show	_____	_____	_____
Gives customer advice	_____	_____	_____
Builds displays	_____	_____	_____
Plans wedding arrangements	_____	_____	_____
Shops for customer by phone	_____	_____	_____
Gives time to pay for goods	_____	_____	_____
Provides restrooms	_____	_____	_____
Handles catalog orders	_____	_____	_____

Customer services which retailers provide to support the purchase of products fall into five main categories. Some of the most common examples of each have been listed under their headings below.

Forty of these services are hidden in the cryptogram on the next page. Can you find them? There are 22 services across, 14 services down, and 4 services diagonally.

Consumer Credit Services

- Regular 30-day charge account
- Divided 90-day charge account
- Revolving account
- Installment account
- Major credit cards

Customer Shopping Conveniences

- Information, check cashing, gift certificates
- Food services, rest rooms, nurseries
- Extended store hours
- Parking, shopping carts
- Vending machines (milk, coffee, candy)
- Store atmosphere and arrangement
- Community services (charity, scholarships)

Merchandise-Handling Services

- Mail and telephone orders
- Delivery, shipping, and loading
- Storage
- Wrapping and packing
- Layaway
- Catalog sales

Customer Accommodation Services

- Adjustments, refunds, and exchanges
- Guarantees and warranties
- Special orders and custom services
- Installations
- Repairs and alterations
- Approval sales
- CODs (Cash on Delivery)

Information/Advisory Services

- Personal shopping
- Fashion consultation
- Wedding arrangements: bridal consultant, register
- Interior decorating
- Landscaping
- Education services (classes and seminars)
- Printed aids: do-it-yourself materials
- Sales-assisting and technical information
- Point-of-sale display information
- Consultative and informational services
- Testing and analyzing

CUSTOMER SERVICES CRYPTOGRAM

#65

P E R S O N A L S H O P P I N G R E E X C H A N G E S
I A E S D E R A D H P R I N T E D A I D E T D Y I O P
N P R D E J K Y K L I C R E D I T C A R D S J K L D E
F P E K L A S A K L E P W E R T Y U I O E P U A S D C
O R S D I W E W A S D F P A C K I N G E X E S G H J I
R O S D V N E A R P R I N E E D A I D S T E T K I S A
M V E W E J G Y S A E R T Y R I O P E R E A M M N S L
A A J K R K L W O I P L K J H G U A R A N T E E S I O
T L K J Y K L E A S D P W E R T R A E K D M N E T O R
I S K L F O O D S E R V I C E S E K G E E N T O A K D
O L K J H G D D D S A W E N Y I S U U O D I S D L L E
N R E V O L V I N G C H A R G E T K L S S K J I L E R
S M N B V C C N X W H O C V B N R M A E T R T U M I S
E Q S T O R A G E K E I D L I U O E R I O I R U E S A
R I U Y T R E A E W C C V S B N O I C P R R E I N S L
V L K J H G H R D E K R T Y U I M O H O E I P S T I T
I N T E R I O R D E C O R A T I N G A K H K A E A R E
C E R T Y I O A E M A I L O R D E R R I O U I K C E R
E S T E S T I N G E S W E S D F G H G J U K R L C I A
S X C V B N M G Z X H L O A D I N G E S R E S I O N T
N U R S E R I E S H I M N B V V C X Z S S F D H U J I
M N B V C X Z M S E N M N I N S T A L L A T I O N S O
R E F U N D S E J K G S H O P P I N G C A R T S T E N
D F G H V B N N E D U C A T I O N A L S E R V I C E S
G I F T C E R T I F I C A T E S K L J H G F D S A W E
C A T A L O G S A L E S V E N D I N G M A C H I N E S
J K L G H D I V I D E D A C C O U N T E R T I O U P E

CUSTOMER SERVICES CRYPTOGRAM - KEY

#65

P	E	R	S	O	N	A	L	S	H	O	P	P	I	N	G	R	E	E	X	C	H	A	N	G	E	S
I	A	E	S	D	E	R	A	D	H	P	R	I	N	T	E	D	A	I	D	E	T	D	Y	I	O	P
N	P	R	D	E	J	K	Y	K	L	I	C	R	E	D	I	T	C	A	R	D	S	J	K	L	D	E
F	P	E	K	L	A	S	A	K	L	E	P	W	E	R	T	Y	U	I	O	E	P	U	A	S	D	C
O	R	S	D	I	W	E	W	A	S	D	F	P	A	C	K	I	N	G	E	X	E	S	G	H	J	I
R	O	S	D	V	N	E	A	R	P	R	I	N	E	E	D	A	I	D	S	T	E	T	K	I	S	A
M	V	E	W	E	J	G	Y	S	A	E	R	T	Y	R	I	O	P	E	R	E	A	M	M	N	S	L
A	A	J	K	R	K	L	W	O	I	P	L	K	J	H	G	U	A	R	A	N	T	E	E	S	I	O
T	L	K	J	Y	K	L	E	A	S	D	P	W	E	R	T	R	A	E	K	D	M	N	E	T	O	R
I	S	K	L	F	O	O	D	S	E	R	V	I	C	E	S	E	K	G	E	E	N	T	O	A	K	D
O	L	K	J	H	G	D	D	S	A	W	E	N	Y	I	S	U	U	O	D	I	S	D	L	L	E	
N	R	E	V	O	L	V	I	N	G	C	H	A	R	G	E	T	K	L	S	S	K	J	I	L	E	R
S	M	N	B	V	C	C	N	X	W	H	O	C	V	B	N	R	M	A	E	T	R	T	U	M	I	S
E	Q	S	T	O	R	A	G	E	K	E	I	D	L	I	U	O	E	R	I	O	I	R	U	E	S	A
R	I	U	Y	T	R	E	A	E	W	C	C	V	S	B	N	O	I	C	P	R	R	E	I	N	S	L
V	L	K	J	H	G	H	R	D	E	K	R	T	Y	U	I	M	O	H	O	E	I	P	S	T	I	T
I	N	T	E	R	I	O	R	D	E	C	O	R	A	T	I	N	G	A	K	H	K	A	E	A	R	E
C	E	R	T	Y	I	O	A	E	M	A	I	L	O	R	D	E	R	R	I	O	U	I	K	C	E	R
E	S	T	E	S	T	I	N	G	E	S	W	E	S	D	F	G	H	G	J	U	K	R	L	C	I	A
S	X	C	V	B	N	M	G	Z	X	H	L	O	A	D	I	N	G	E	S	R	E	S	I	O	N	T
N	U	R	S	E	R	I	E	S	H	I	M	N	B	V	V	C	X	Z	S	S	F	D	H	U	J	I
M	N	B	V	C	X	Z	M	S	E	N	M	N	I	N	S	T	A	L	L	A	T	I	O	N	S	O
R	E	F	U	N	D	S	E	J	K	G	S	H	O	P	P	I	N	G	C	A	R	T	S	T	E	N
D	F	G	H	V	B	N	N	E	D	U	C	A	T	I	O	N	A	L	S	E	R	V	I	C	E	S
G	I	F	T	C	E	R	T	I	F	I	C	A	T	E	S	K	L	J	H	G	F	D	S	A	W	E
C	A	T	A	L	O	G	S	A	L	E	S	V	E	N	D	I	N	G	M	A	C	H	I	N	E	S
J	K	L	G	H	D	I	V	I	D	E	D	A	C	C	O	U	N	T	E	R	T	I	O	U	P	E

Whether the retail store is large or small, various services are provided for customers. At THE STORE these service activities are the responsibility of the Customer Service Department. Many people work in THE STORE's Customer Service Department. This is about some employees and what they do:

JILL BOND – Customer Service Clerk

Jill Bond is the customer service clerk at THE STORE, and works at the Customer Service Desk on the main floor. Jill's job is never a routine one as she handles customer complaints and makes adjustments for refunds or exchanges. She answers customers' questions and gives directions to the location of store facilities and departments. She may, on occasion, wrap packages and handle layaways. Jill's job requires that she have a great deal of personal charm and social ability because she deals with customers in a variety of situations.

JOHN BAXTER – Serviceman

John Baxter is the serviceman at THE STORE. He gets all major appliances ready for delivery by checking to see that they operate satisfactorily, and installs the appliance in the customer's home upon request. He also makes repairs on appliances sold by THE STORE that have broken or need new parts. John has a lot of technical training in his background. In order to do his job he must be familiar with the workings of each major appliance sold in the store. He also keeps a complete inventory of parts he normally needs to make routine repairs. John often is asked to solve customer problems about operating the appliances that are sold at THE STORE.

CARL GRANT – Layaway Clerk

Carl Grant is employed as a layaway clerk in THE STORE. It is Carl's job to keep accurate records showing the amount of each payment for merchandise which is being held by the various departments until the full balance has been paid. Carl contacts the customer when the account has been paid in full, and offers to either mail the merchandise to his home or deliver it to him if the customer decides not to pick it up at THE STORE.

JANE SMITHWICK – Customer Service Manager

Jane Smithwick is the customer service manager for THE STORE. Jane began her career as a customer service clerk on a part-time basis while she was enrolled in the high school Distributive Education program. Upon graduation, she enrolled in the Retail Merchandising Mid-Management program at the community college. While in the program, she continued her employment at THE STORE in the customer service department. Jane was promoted to the

position of customer service manager a year ago and finds her job to be quite rewarding, as she knows that the services which her store offers to its customers are greatly appreciated by them and provide a real convenience. She directs, coordinates, and supervises all of the services which her store offers. Periodically she evaluates the effectiveness of each service and recommends changes to the store manager. Last month Jane convinced the store manager that they should offer courses in sewing to THE STORE'S customers, and through a lot of hard work and careful planning, held a most successful two-day course in beginning sewing last week. It was so successful that Jane is considering expanding the program to include courses in knitting, embroidering, and crocheting.

BESS WALTERS – Dressing Room Attendant

As a dressing room attendant for THE STORE, Bess Walters greets customers who want to try on clothes and escorts them to dressing rooms. She assists them in trying the clothes on, by getting other merchandise they need, and calling the alterationist when necessary. She assists in store security by checking the number of items a customer takes into the dressing room, as well as when the customer leaves the area. In some stores, she may write a sales ticket for the customer or summon a salesperson.

JAN KING – Fashion Coordinator

Jan King is the fashion coordinator for THE STORE. She is a graduate of a DE program in high school and has an associate degree in Fashion Merchandising from the community college. Jan promotes new fashions and coordinates the semi-annual fashion shows for THE STORE. She works closely with the Display Department in selecting accessories to be shown with various merchandise lines in display throughout THE STORE. Jan also works closely with the Training Director in providing information to sales personnel in current fashions, style trends, and use of accessories.

HARRY PALMER – Deliveryman

Harry Palmer works as the deliveryman for THE STORE. Most of the time Harry drives a truck to make deliveries of merchandise to the customer's home or office, but occasionally Harry hops a city bus or rides a bicycle. Some of his deliveries are marked "cash on delivery," and on these he must collect the amount of the purchase shown on the ticket from the customer and issue the customer a receipt.

BETTY VEREEN – Bridal Consultant

Betty Vereen works as a bridal consultant for THE STORE. Betty assists brides-to-be in all phases of wedding planning such as attire for the wedding party, etiquette, and trousseau. She

directs the wedding rehearsals for many of the brides, and assists them in the selection of their china, crystal, and silver patterns. She recommends selections for wedding invitations and flowers. One of her responsibilities which she enjoys the most is accompanying the bride when she shops in THE STORE for her trousseau and for the gifts which she will give to her attendants. Betty also helps to organize and maintain the gift register, and works closely with the photographer in taking pictures of the wedding party.

HELEN ROBINSON – Gift Wrapper

Helen Robinson is a part-time employee in THE STORE and works as a gift wrapper in the afternoons while attending high school in the mornings. Helen is enrolled in the high school Distributive Education program and is planning on going to the community college in the Fall where she will work on her associate of science degree in Fashion Merchandising. Helen wraps gifts and other packages for the store's customers. She keeps a wide assortment of boxes, wrapping paper, and ribbons on hand, and takes pride in the attractively designed packages which she creates. She is skilled in operating the bow-making machine, but occasionally likes to design special ribbon creations by hand. During the Christmas holidays Helen will work full-time as that is THE STORE'S biggest season. Helen especially enjoys the Christmas season because of the extra shipment of brightly colored paper, trinkets, and cards which she uses in wrapping special gifts. She charges a fixed amount for each package depending upon the size of the package and the type of paper selected by the customer, rings the charge on the cash register, and makes change.

JACK SPOONER – Interior Decorator

Jack Spooner works in the Home Furnishings Department as an interior decorator. He makes suggestions to customers as to furniture groupings, room accessories, wall treatments, and styles and types of carpeting, curtains, and draperies which could be used in various rooms of the home and with the different furniture stylings. Jack loves to work with color, and thoroughly enjoys his job of developing various color schemes and color combinations to meet the preferences of THE STORE'S customers. In many instances, he visits the customers in their home to advise them on how they might re-arrange their furniture so that it will be more functional and pleasing to the eye. Jack works closely with the sales personnel in the Home Furnishings Department in advising them of styles, trends, colors, and furniture groupings, and works with displaymen in designing displays throughout the store.

BARBARA YOUNG – Personal Shopper

Barbara Young has a fascinating job as personal shopper for THE STORE. Customers call her office and inquire about merchandise which they have seen advertised in the newspaper, or

that their friends have told them about. Sometimes the customer wants suggestions for gifts which they might purchase for a high school graduate, or for a birthday for an elderly lady. Barbara gives them the information as to merchandise in which they are interested, and arranges for them to purchase it. The purchase is charged to their account, and the department from which the merchandise is purchased is notified to send the item to the shipping and receiving department so that it can be mailed to the customer. Sometimes the customer will write Barbara and ask for her assistance in shopping for a specific item. No two days are ever alike as one day she will "shop" for a customer in the sporting goods department; the next day she may "shop" in the home furnishings department; and on another day Barbara may assist a customer with some purchase from the notions department.

GEORGE BANKS – Bagboy

George is a Distributive Education student who is employed part-time as a bagboy at THE STORE. George sorts the items as they are moved to the end of the checkout counter by the cashier-checker. He wraps items such as meats and ice cream in separate bags. He packs the bags or boxes making sure that all refrigerated items are together in one bag. He places easily crushed items, such as breads and cakes, on the tops of parcels. Frequently, George takes the packages and loads them into the customer's car.

MARGARET HATCHER – Catalog Salesperson

Margaret works as a catalog salesperson in THE STORE. She helps customers locate kinds of merchandise in the catalog and assists them in selecting the goods they desire. She processes the order and notifies the customer when the merchandise arrives.

WINNIE FREEMAN – Consumer Relations Representative

Winnie has a broad background of experience in sales and customer service work, as well as a college degree. Winnie represents THE STORE'S COMPANY at many civic and social functions to create goodwill. She serves as an educational advisor, providing information, services, and materials to many organizations, agencies, and institutions.

BRYAN CAULFIELD – Customer Service Advisor

Bryan is the customer service advisor for THE STORE. He handles adjustments, refunds, and exchanges for merchandise returned by customers. His goal is to have all customers leave THE STORE satisfied.

SHEILA LEDFORD – Information Agent

Sheila serves as an information agent for THE STORE. She helps customers by giving them information about locations of merchandise, services that are provided, products carried by the business, special facilities, and store policies.

GEORGIA MILLER – Packager

Georgia is a packager for THE STORE. She assembles and wraps goods, such as vegetables or fruits, in the amounts and assortments that are desired. Thanks to Georgia, shoppers save time in the selection of goods. Georgia also prepares special orders for customers according to their individual needs.

CONNIE MARTIN – Elevator Operator

Connie works as an elevator operator for THE STORE. She provides the convenience of running the elevator to take the customer to the desired floor. She often gives the customer information about the location of merchandise within the store, restrooms and food service facilities, and special store departments.

ANDY DAVIS – Loader

Andy assists the customers of THE STORE by carrying the purchased merchandise from the loading dock and placing it in the customer's vehicle. He also loads goods into the company's truck if it is going to be delivered to the customer.

WARREN HENSLEY – Salesman

Warren is an experienced salesman for THE STORE. He started as a stockman and then became a salesclerk before he was transferred to a salesman's position. Customers rely on Warren's knowledge of the products he sells. He assists them in choosing the style or model which will best meet their needs.

CUSTOMER SERVICE CAREER ACTIVITIES

#66

Read each set of customer service activities and put the correct career title of the person who performs them in the blank to the left of the descriptions.

- | | |
|-------|--|
| _____ | 1. Provides customer information
Answers customer questions
Gives directions to various departments
Makes adjustments, exchanges, refunds |
| _____ | 2. Gets appliances ready for delivery
Repairs appliances
Answers customers' questions about appliances
Installs appliances in customers' homes |
| _____ | 3. Promotes new fashions
Plans fashion shows
Helps to select accessories to go with merchandise
lines in displays
Provides information to sales personnel on fashion, styles |
| _____ | 4. Sorts grocery items at checkout counter
Wraps certain food items in special bags
Packs grocery items in bags and boxes
Carries bags and boxes of groceries to cars |
| _____ | 5. Assists customers in making special purchase over the phone
Handles special mail orders from customers who are not sure of what to buy
Notifies department from which purchase is made to send item to customer |
| _____ | 6. Drives a truck, collects for cash-on-delivery
Issues receipts or cash-on-delivery
Has customer sign for cash or charge deliveries |
| _____ | 7. Operates the bow-making machine
Designs attractive packages for gifts
Charges for packages according to size
Makes change |

-
8. Makes suggestions on furniture groupings
Assists in displays of furniture
Makes suggestions for color schemes
Advises sales personnel on styles
-
9. Keeps accurate records of payments for merchandise held by the store for customers
Notifies customer when account is paid in full
Has merchandise sent to customer when paid in full
-
10. Plans weddings; organizes gift register
Works with photographer in taking pictures
Assists with trousseau selection
-
11. Coordinates all customer services offered by a store
Makes suggestions for change to store manager
Supervises personnel in customer service department
Plans special educational classes

Participants

4-5 Players (one player serves as the Dealer)

Preparation

The purpose of the Job Hunt card game is to review and reinforce the customer service careers available in Retailing and the job functions that each of the career personnel perform. To prepare for the card game, one job title card and one job duty card should be developed for each of the twenty customer service occupations below:

Bagboy	Giftwrapper
Bridal Consultant	Information Agent
Catalog Salesperson	Interior Decorator
Consumer Relations Representative	Layaway Clerk
Credit Clerk	Loader
Customer Service Advisor	Nursery Attendant
Customer Service Clerk	Order Dispatcher
Customer Service Manager	Personal Shopper
Deliveryman	Packager
Elevator Operator	Serviceman

Two colors of posterboard, cardstock, or construction paper should be used so that the job title cards can be distinguished easily from the job duty cards.

Directions

The dealer gives each player four or five job title cards, so that all of them have been distributed. He then deals each player two job duty cards. The rest of the job duty cards are placed in the middle of the table to form the job hunt deck.

Each player checks the cards in his hand for possible matches of job title and job duty cards and puts them together in his hand. Next, each player should study the other job duty cards to determine which job title cards he needs. A small notepad would be helpful to keep track of job duty and job title cards needed.

The game is begun by the dealer. He places any matched pairs of job duty and job title cards on the table in front of him. If he has laid down a correct match, he proceeds with his turn. If he has incorrectly matched a job duty card and job title card, he loses his turn.

If no match was placed on the table or if cards were correctly matched, the dealer selects any other player and asks him for a needed job title card. If the player asked has that card, he gives

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the dealer that job title card. The dealer places the matched pair on the table and earns an extra turn. An extra turn is earned for each match obtained by getting a card from another player.

If the player asked does not have the job title card which the dealer requested, he says, "job hunt." The dealer draws the top card from the job hunt deck and places it in his hand. If the job title card he drew matches a job duty card in his hand, he lays the pair on the table in front of him. If he drew the job title card which he requested from the other player to form the match, he receives an extra turn. Otherwise, his play is over.

Whenever a player places a matched pair of cards on the table, he must read the name on the job title card and the description on the job duty card to the other players for their approval. If it should be an incorrect match, the player loses his turn. In addition, he must return the job title card to the bottom of the job hunt deck.

The game continues with the player to the dealer's right and proceeds around the table to the right. Play continues in the order explained above until the job hunt deck of job titles is gone. From this time on, a player's turn ends when he asks another player for a job title card and is told to "job hunt." The first player to get rid of all the cards in his hand wins the game.

Sample Game Cards

JOB TITLE

PERSONAL SHOPPER

GIFTWRAPPER

BAGBOY

BRIDAL CONSULTANT

JOB DUTY

Selects suitable merchandise to meet the customer's need.

Boxes, packs, and wraps the purchased merchandise.

Sorts, wraps, and packs the supermarket items bought.

Assists the prospective bride in choosing her wedding and honeymoon wardrobe.

Customer services are extra services provided by the business to the customer to support the sale of merchandise. Customer services are utilized to help establish the business' reputation, create goodwill with its customers, encourage patronage of the business, as well as promote the sale of specific products.

Many marketing career opportunities exist within the Customer Service Department of retail businesses, including:

Bagboy	Sorts, wraps, and packs merchandise items and carries the parcels to the customer's car.
Bridal Consultant	Assists the prospective bride in choosing her wedding and honeymoon wardrobe.
Catalog Salesperson	Aids the customer in locating and selecting the desired goods, processes the order, and notifies the customer when they arrive.
Consumer Relations Representative	Provides educational information, services, and aids to community agencies and organizations.
Customer Service Advisor	Handles adjustments, refunds, and exchanges for merchandise returned by customers.
Customer Service Clerk	Provides a variety of services including cashing checks, selling tickets, issuing gift certificates.
Customer Service Manager	Coordinates and supervises all customer service activities and personnel.
Elevator Operator	Provides convenience to customers by running an elevator between floors of the business.
Giftwrapper	Packs and wraps purchased goods for mailing or gifts.
Information Agent	Specializes in giving customers information about store locations, services, and policies.
Interior Decorator	Provides assistance in the design and furnishings of the inside of personal residences and business offices.
Layaway Clerk	Issues layaway claim checks, wraps goods for storage, accepts payments on account, keeps account records.
Nursery Attendant	Cares for young children while their parents or guardians are shopping in the store.

Personal Shopper	Assists the customer by selecting suitable merchandise for the person or purpose intended.
Packager	Assembles and wraps goods in desirable amounts and assortments to speedup the shopping process.
Serviceman	Checks appliances before delivery, orders parts, gives technical assistance, and handles customer service complaints.

Many other marketing careers are concerned with providing customer services, even though they are not assigned to the customer service department. Some of these include:

Credit Clerk	Handles applications, sales slips, and payments for customer charge accounts.
Deliveryman	Transports the purchased merchandise to the location specified by the customer.
Fashion Coordinator	Provides information and recommendations concerning fashion styles and trends.
Loader	Carries the purchased merchandise from the loading dock and places it in the customer's vehicle or the company's truck.
Order Dispatcher	Receives and processes incoming telephone or mail orders for customer purchases of goods.
Salesman	Assists the customer in buying the product which will best meet his needs.

CUSTOMER SERVICE CAREER REVIEW

#68

Fill in the blanks below with the correct customer service career title and the category in which the customer service involved is classified.

1. Joe drives a truck, collects for cash-on-delivery, and issues receipts for cash-on-delivery. Joe is employed as a _____. This type of service and job is classified as _____.
2. Eva provides customer information, answer customer questions, and gives directions to various departments. Eva is employed as a _____. This type of service and job is classified as _____.
3. June promotes new fashion, plans fashion shows, and helps to select accessories to go with merchandise line in displays. June is employed as a _____. This type of service and job is classified as _____.
4. John gets appliances ready for delivery, repairs appliances, and answers customers' questions about appliance operation. John is employed as a _____. This type of service and job is classified as _____.
5. Barbara operates the bow-making machine, designs attractive packages for gifts, and charges the customer a fixed amount according to the size of the package, type of paper used, and in some instances, according to the type of bow used. Barbara is employed as a _____. This type of service and job is classified as _____.
6. Midge performs the duties below. Her career title is _____.
Coordinates all of the customer services provided by a store.
Evaluates services provided.
Recommends changes to store manager.
Supervises personnel in customer service department.
7. John has the following responsibilities. His job is a _____.
Assists customers in making special purchases over the phone.
Handles special mail orders from customers who are not sure of what they want to buy.
Notifies department from which purchase is made to send item to customer.
Notifies credit department to charge item to customer's account.

Eileen had spent several days visiting with her old friend, Mary Jones. As she was packing to return home, she remembered that it was Mary's birthday. She wanted to surprise Mary with a birthday gift but did not have enough time for shopping because of a 4:30 P.M. flight that she was taking home and there were only two hours left before departure time.

After thinking it over, she decided to call one of the leading department stores from the airport and have a gift sent out.

At the department store she was connected with a personal shopper who checked the customer files and found that Mary Jones had purchased a part of a set of china and had been adding pieces. The personal shopper was able to give Eileen the pattern, the missing pieces and the price. With this information, Eileen decided the casserole dish would be a real surprise to Mary.

The gift was purchased through the telephone order clerk and charged to Eileen's account with Master-Charge. From here the gift was sent to the gift wrapping department to be gift-wrapped for delivery. It was delivered to Mary on her birthday, but when Mary opened the dish, she found it had been chipped.

Mary called the store and was told to bring the chipped dish in at her convenience and a replacement would be made.

Mary went into town the following day and stopped at the department store but had difficulty finding the adjustment and returns desk. The information counter clerk directed her to the second floor near the credit department. Here the customer service advisor handled the exchange quickly and efficiently.

1. From the information given, make a list of the job titles involved in solving Eileen's problem; Mary's problem.

2. What customer services were involved in assisting Eileen and Mary?

3. Do you think it pays a business to provide these customer services? Explain why or why not.

ARIES (March 21–April 19)

You are best suited for a job where you meet people. You are clever and quick and can make good use of it. A position of authority is ideal. You will make good wherever there is a need for someone with decision-making qualities. Arians make good customer service advisors, servicemen, and customer service managers.

TAURUS (April 20–May 20)

Creative work is always part of the Taurean temperament, because you have an eye for beauty and what is likely to please the senses. But often you have difficulty giving it expression due to circumstances and environment. You would do well as a giftwrapper, floral arranger, or an interior decorator.

GEMINI (May 21–June 21)

You are active and industrious and like interesting and varied work. You are best suited to a job which makes full use of your intellectual learnings. You are naturally inquisitive and like talking and imparting knowledge. You have a sense of humor and an easy manner. People born under this sign make consumer relations representatives, fashion coordinators, and salesmen.

MOONCHILDREN (June 22–July 21)

Any work that helps others is ideal for you. Your liking for children indicates that you might enjoy working as a nursery (child care) attendant. Intuition is a great help to you in business and often you make your most important decision on the basis of feeling rather than reason. Your ability to judge values and analyze problems and people correctly gives you the extra touch needed to excel as a personal shopper and a bridal consultant.

What is the meaning of the

zodiac

ZODIAC is the name of an imaginary belt in which the moon and planets travel. The belt extends 8° on each side of the ecliptic, or the sun's apparent path around the earth.



Aries—March 21–April 19—The sign of the Ram. Birthstone: Diamond. Best Color: Red. Charming manners, courageous, dynamic, personality energetic.



Taurus—April 20–May 20—The sign of the Bull. Birthstone: Sapphire. Best Color: Blue. Great personality, easygoing, kind worker.



Gemini—May 21–June 21—The sign of the Twins. Birthstone: Emerald. Best Color: Silver. Active mind, generous, good sense of humor, very patient.



Cancer—June 22–July 22—The sign of the Crab. Birthstone: Pearl. Best Color: White. Fond of travel, imagination.



Leo—July 23–Aug. 22—The sign of the Lion. Birthstone: Ruby. Best Color: Gold. Good imagination, good memory, magnetic personality.



Virgo—Aug. 23–Sept. 22—The sign of the Virgin. Birthstone: Opal. Best Color: Grey. Courteous, neat, honest, trustworthy, fond of sports.



Libra—Sept. 23–Oct. 22—The sign of the Scales. Birthstone: Chrysoberyl. Best Color: Blue. Kind, generous, enjoys dancing.



Scorpio—Oct. 23–Nov. 21—The sign of the Scorpion. Birthstone: Topaz. Best Color: Dark Red. Laid on heart, courteous, independent.



Sagittarius—Nov. 22–Dec. 21—The sign of the Archer. Birthstone: Turquoise. Best Color: Purple. Friendly, trustworthy, objective, keen art and music.



Capricorn—Dec. 22–Jan. 19—The sign of the Goat. Birthstone: Zircon. Best Color: Dark Green. Good diplomat, trustworthy, enjoys travel.



Aquarius—Jan. 20–Feb. 18—The sign of the Water Bearer. Birthstone: Garnet. Best Color: Rose. Honest, loyal, good memory, good learner.



Pisces—Feb. 19–Mar. 20—The sign of the Fish. Birthstone: Amethyst. Best Color: Lavender. Kind, patient, good judgment, compassionate.

LEO (July 22–August 21)

You are best suited to work where you have sole authority. You will do well in executive positions, for you have the natural command of any situation. You have the ability to give orders and you speak well. You do well as a consumer relations representative or fashion coordinator. Although you run the risk of being overcritical, people working for you always respect you, do their best willingly, and really make an effort to please and serve you. Your love and understanding of people and life are instinctive and your natural leadership ability arises from your earnest wish to communicate. You may find your calling as a customer service manager.

VIRGO (August 22–September 22)

The right kind of work is important if your mind is to develop along the proper course. You may have many ups and downs in your struggle for security, but you will come out on top through effort and hard work. You will succeed as a customer service clerk. You have many ideas and you try to perfect them all. You may begin your career climb as a bagboy, packager, or giftwrapper.

LIBRA (September 23–October 22)

You have a high intellect and can understand anything up to the most involved philosophical argument. You can analyze, explain and pass judgment on all sorts of difficulties, with complete detachment. You are ideally suited for work as a serviceman, as a customer service advisor, or a customer service manager.

SCORPIO (October 23–November 21)

You have great powers of concentration and are always able to find energy when you need it. There is often a streak of genius in your nature and you are extremely resourceful. In any job you take on you never compromise or take the middle path, for you are capable of the highest and finest. You should excel in any area, especially as a salesman, consumer relations representative, or personal shopper.

SAGITTARIUS (November 22–December 21)

The urge to travel is very strong in your make-up. You do not like being confined to one spot. You like to work where you meet people and enjoy some physical exercise in a job. The jobs for you in consumer service are interior decorator, deliveryman, loader.

CAPRICORN (December 22–January 20)

You are a natural at routine and detailed work. You like to know what to expect in a job. You are good with numbers and paperwork. You'll do well as a layaway clerk, credit clerk, or order dispatcher. With experience you could make a good customer service manager since you are very organized and strive for perfection in all your efforts.

AQUARIUS (January 21–February 19)

You are most suitable for work as a child care attendant, for you care about people. You should also do well in the first aid department of a store if it is large enough to warrant this type of service. You also possess a particular aptitude for art and a keen sense for the dramatic. You will do well as a bridal consultant or an interior decorator.

PISCES (February 20–March 20)

Your main aim in life is to help people. You have a wealth of sympathy and understanding to offer. The work you select should provide you with the opportunity to be charming and diplomatic. You are not happy doing detailed work where much concentration is desired. The best areas in customer services for you are as an information agent, customer services clerk, and catalog salesperson.

What customer service careers were predicted for your zodiac sign?

Which of these careers do you think you might like to follow? Why?

In which of these jobs would you definitely not want to work? Why?

STORES OFFER SERVICES

#70

The following retail businesses may offer the kinds of customer services listed under their headings:

Department Store

- All Credit Services
- Layaways, Approvals, CODs
- Refunds, Exchanges, Adjustments
- Shipping, Delivery, Loading
- Fashion/Bridal/Technical Consultation
- Alterations, Repairs
- Wrapping, Bagging, Packing
- All Shopping Conveniences

Supermarket

- Packaging
- Bagging/Packing
- Check Cashing
- Delivery
- Custom Service
- Printed Aids
- Shopping Carts

Discount Stores

- Food Services/Vending Machines
- Layaways, Bagging
- Refunds, Exchanges, Adjustments
- Regular and Revolving Charge Accounts
- Major Credit Cards
- Shopping Carts, Parking
- Extended Store Hours

Mail Order House

- Major Credit Cards
- Mail/Telephone Orders
- Packing and Shipping
- Printed Aids

Florist (Single-line Store)

- Delivery
- Telephone Orders
- Regular Charge Account
- Major Credit Cards
- Special/Custom Orders
- Wrapping/Arranging
- Guarantees and Warranties
- Funeral/Wedding Arrangements

Clothing Specialty Store

- Regular Charge Account
- Major Credit Cards
- Wrapping, Packing, Mailing
- Layaways and Approvals
- Refunds, Exchanges, Adjustments
- Special Orders/Custom Service
- Fashion/Bridal Consultation

Service Stations

- Major Credit Cards
- Guarantees and Warranties
- Installations, Repair
- Technical Consultation
- Testing and Analyzing
- Restrooms, Vending Machines
- Extended Business Hours

Convenience Store

- Extended Store Hours
- Bagging, Parking
- Money Orders
- Vending Machines

If you had to decide which customer services should be provided for the following kinds of retailers, which three would you select first and why?

Independently Owned Jewelry Store

1. _____ 2. _____ 3. _____

Fruit and Vegetable Stand

1. _____ 2. _____ 3. _____

Chain Variety Store

1. _____ 2. _____ 3. _____

CUSTOMER SERVICE SURVEY

#71

Directions: Choose a local business and survey the customer services it provides. You should be able to obtain most of this information by observation, rather than asking the employees questions. Newspaper ads may also give customer service information.

STUDENT DOING SURVEY: _____

BUSINESS SURVEYED: _____

TYPE OF BUSINESS SURVEYED: _____

DATE _____

1. Does this business offer credit? If so is there a charge for this? Are different types of charge accounts available? If so, list them.
2. Is advance notice of sales sent to customers with the charge accounts?
3. Is a file kept of preferred customers if credit is not offered?
4. Are personal invitations sent to certain customers to preview new or special merchandise?
5. Has provision been made for customer parking? Give details.
6. Is personal shopping advice available for customers? If so, explain any special personnel or departments involved.
7. Is gift wrapping provided? If so, is there a charge for this service?
8. Are other services offered that are related to the particular type of product(s) sold? Explain. (Example: furniture—free decorating advice is available to customers, delivery services within 100 miles is available free to customers.)
9. Is delivery provided? If so, describe the type of how it is done, (by what means of transportation) and whether or not there is a charge for delivery.
10. What is the company policy concerning check cashing?
11. Are there any repair services offered? If so, explain.
12. What is the customer service slogan for this business, if any? (Example: the customer is always right.)

SUMMARY OF CUSTOMER SERVICE SURVEYS

#71

Directions: Use the questions below as a follow-up to summarize the customer surveys.

1. What proportion of the businesses surveyed offer credit? Is this a free service? How many types of charge plans were found?
2. What proportion of the businesses surveyed send notices of sales to selected customers? What proportion send invitations to certain preferred customers to preview new merchandise? What types of retail businesses do this?
3. Is customer parking a problem for the majority of the businesses surveyed? What are the ways in which the businesses handle customer parking?
4. What businesses offered personal shopping advice? Which ones did not?
5. Do most of the businesses offer giftwrapping services? When is it available? Is there usually a charge?
6. What services related to a particular type of product were revealed in the survey? (Example: groceries—bagging, carry out, etc.)
7. What types of businesses offered delivery services? Under what circumstances and why? What types do not offer this service? Why? What methods or ways of delivery were most often used?
8. Do most of the businesses surveyed offer check cashing services? Is there a particular policy covering this service?
9. What types of repair services were most often offered? In which businesses? Was this a free service?
10. Do the majority of the businesses encourage mail and telephone orders? Why or why not?

SELECTING CUSTOMER SERVICES FOR THE STORE

#72

You have just been hired as the Customer Service Manager for THE STORE. One of your first responsibilities will be to plan a customer service program for THE STORE. You know that the major purpose of the program will be to develop goodwill with the customer which will encourage him to patronize THE STORE. In planning the customer service program, you have been requested by the store manager to include at least *one service from each customer service classification*.

Directions:

1. Identify at least three considerations which you will make in planning your customer service program.
2. Identify and describe the specific customer services which you believe THE STORE should offer. Classify the services by type.
3. Outline the number and type of staff it will take for your department to provide the services you plan to offer.
4. Justify your proposed plan. Include the type of store selected.

Considerations

1. _____
2. _____
3. _____

Customer Services Offered

Classification

Customer Services Personnel

Justification

The marketing function of finance is housed in the Credit and Control Department of a retail business.

The Credit and Control Department is responsible for:

- a. offering credit to customers.
- b. maintaining and collecting credit accounts.
- c. handling and controlling receiving, shipping and checking reports.
- d. paying the bills of the store.
- e. handling the store's payroll.
- f. controlling the costs of doing business.

Consumers use retail credit for a number of reasons:

- a. convenience.
- b. immediate use of high priced items.
- c. possible savings.
- d. preferred treatment.
- e. preservation of savings.
- f. need for goods.

Retailers offer credit to their customers for many reasons:

- a. makes regular customers.
- b. credit customers buy more freely.
- c. credit customers are less price-conscious.
- d. builds confidence.
- e. smooths out business peaks.
- f. builds retail profit.

Many career opportunities are available within the Credit and Control Department of the retailer:

Accounting Manager	establishes and maintains accounting systems for the retailer
Accounts Payable Clerk	figures payments and dates due on goods bought by the business
Budget Manager	prepares budgets and reports for business operation and activities
Charge Authorizer	approves or disapproves credit applicants and additional purchases

Comptroller	directs all financial activities, reports, and personnel of the business
Credit Clerk	greet customers, accepts payments on accounts, handles various credit activities
Credit Collector	contacts delinquent accounts to obtain money owed to the retailer
Credit Interviewer	questions applicant to obtain credit information and verifies some data
Credit Investigator	checks past history and current status of applicant's character, capacity, and capital
Credit Manager	supervises all credit and collections employees and activities for the firm
Inventory Control Clerk	keeps records of merchandise by size, style, color, price, etc.
Merchandise Control Manager	determines merchandise to be marked down and reordered according to records
Payroll/Cash Control Clerk	prepares money trays for cashiers and salespersons, records employee working hours, and figures the payroll

FINANCE BONUS

#74

John Marcus, comptroller of the Sophisticates Department Store, has just been notified by the general manager that he has \$750 to distribute to the credit and control personnel under his direction. The personnel are being rewarded for the increased reliability on charge account payments and the realistic budgets and accounting procedures which have been developed. John must divide the \$750 among the twelve employees listed below. He has decided to break it up in the following manner:

4—\$25 bonuses 3—\$50 bonuses 2—\$75 bonuses 2—\$100 bonuses 1—\$150 bonus

Place the dollar amount next to each name below to show how you evaluate each person's importance in the credit and control department.

_____ Accounting Manager	establishes and maintains accounting systems for the retailer
_____ Accounts Payable Clerk	figures payments and dates due on goods bought by the business
_____ Budget Manager	prepares budgets and reports for business' operation and activities
_____ Charge Authorizer	approves or disapproves credit applicants and additional purchases
_____ Credit Clerk	greet customers, accepts payments on accounts, handles various credit activities
_____ Credit Collector	contacts delinquent accounts to obtain money owed to the retailer
_____ Credit Interviewer	questions applicant to obtain credit information and verifies some data
_____ Credit Investigator	checks past history and current status of applicant's character, capacity, and capital
_____ Credit Manager	supervises all credit and collections employees and activities for the firm
_____ Inventory Control Clerk	keeps records of merchandise by size, style, color, price, etc.
_____ Merchandise Control Manager	determines merchandise to be marked down and re-ordered according to records
_____ Payroll/Cash Control Clerk	prepares money trays for cashiers and salespersons, records employee working hours, and figures the payroll

The Credit Clerk

Joan Jenkins arrived at work at 9:00 a.m. and immediately went to her desk in the office. She has been a credit clerk for about six months and hopes to be promoted to Assistant Credit Manager in the future. Today Joan will welcome Mrs. Jack Flash and give her an application to complete. She knows that her job is important and tries to be very courteous to Mrs. Flash so that she will build goodwill for her and the store. In smaller credit departments, Joan may serve as the credit interviewer. Joan accepts payments on charge accounts and gives customers a receipt and answers questions about store policies and department locations when necessary.

The Accounts Payable Clerk

"Detail, detail, detail!" muttered Susan Stocker as she collected all of the papers on the merchandise that had been delivered to the departments that day. "This afternoon will be a busy one," she thought. "I'll have to take these invoices and figure the amount that we'll have to pay on each one and the date we have to pay it. Then I'll enter all the necessary information from the invoices into the purchase book. I wonder if I'll have time to make sure that these invoices have been sent through the steps that lead to marking them 'Approved for Payment'?"

Inventory Control Clerk

"We're all out of underwear," said Mr. Sail, a salesman in the Wearing Apparel Department. This really upset Gloria Counter, the Inventory Control Clerk, for she knew that no underwear would mean lost sales to the store and when the store didn't make sales, it hurt her. "Well, it won't happen again," she said, "We've switched to a method where we keep a complete record of merchandise by merchandise classification, size, color, and material so we will know exactly which items and how many items are on hand at any time. We call it the Unit Control Method and it is more accurate than our older dollar control method."

Payroll Clerk and Cash Control Clerk

Mrs. Minnie Bags is THE STORE'S Payroll Clerk and Cash Control Clerk. She has been with THE STORE five years and really enjoys her work. The first thing every morning she distributes money trays to all cash registers which she prepared the day before with a certain amount of money such as \$100. Next, she checks the money trays turned in the day before and counts the money, checking to see that there is the same amount plus \$100 that shows on the cash register sales total from that day. In THE STORE Mrs. Bags also handles the payroll. "Oh-oh, someone forgot to have their time card punched when they left yesterday," she exclaimed. This meant another trip to the sales floor to find the culprit and fix his card so she could determine his weekly pay. Mrs. Bags carefully deducts all of the withholding from each employee's check such as income tax, social security, and retirement before writing the pay checks each week.

Comptroller

Mr. Harris flipped on the intercom, "Yes, Mrs. Stevens." "Mr. Harris, you are due at the board meeting in ten minutes," said Mrs. Stevens. "Thank you, Mrs. Stevens." Mr. Harris collected his papers and put them in his briefcase. Sometimes called the controller, Mr. Harris is responsible

for directing all financial affairs of their chain stores. He establishes major economic policies and decisions for the company with board approval. Mr. Harris directs the preparation of all financial reports, such as budgets, tax returns, income and expense statements.

Charge Authorizer

Susie Montgomery marked the credit application "approved" and handed it to the credit clerk. The phone rang and she answered it. "Miss Montgomery, I have a charge customer here who wants to charge \$100 for a set of golf clubs. His name is Glover Fields, account #237-856. Will you approve this charge?" Susie checked the file for Mr. Field's account and reviewed his credit status. "Yes, Georgia, it's okay. Record SM-74 in the credit approved box on the charge ticket." Susie looked at the credit report on her desk. One of their regular charge customers had used the company as a credit reference. Susie pulled the customer's account records. She noted the customer's credit limit, record of payments, and time as a credit customer. She completed the form and gave it to the secretary to mail.

Credit Investigator

Jordan Thompson reviewed the credit application in front of him. He called the applicant's employer to verify his position, salary, length of employment, and reliability. Next he called the local credit bureau to have them check their records for bad debts. Jordan called the applicant's bank to check on his savings, checking, and loans. Finally, Jordan talked to the charge authorizer of two department stores to find out the applicant's credit limit and record of making payments. Jordan gave the application and his report to the authorizer.

Credit Interviewer

Margaret Foster greeted the customer and helped him complete a credit application form. She asked him about his employment and financial status, credit references, and his family situation. After thanking the customer and saying goodbye, Margaret reviewed the application. She called the apartment manager at the applicant's address to verify that he lived there and that he was a good tenant. Margaret put the application in the investigator's tray for a credit check.

Collector

Mr. Haye's job is to identify customers who do not pay their account on time. He must send "reminders" and letters to these customers and politely encourage them to pay. He may have to locate the new address of customers who move and do not pay on their account. For those customers who can't pay, he may have to arrange for new credit terms that may reduce the payments over a longer payment period.

Accounting Manager

Lucy Whitcomb is the Accounting Manager for the store. She has been in this position for four years, having begun her career as an accounts payable clerk with the store. "Oh, these figures are killing me," Lucy exclaimed, as she noted that the figures did not balance in a financial report which she was preparing for the store manager. In reviewing the columns carefully, Lucy found

her error, made the correction, and then noted with pride that the net profit for the store was up five per cent from the previous year's statement. She would use this profit figure in preparing the tax return for the store. Lucy established and maintains the accounting system which is used in the store, and is responsible for supervising the employees in the accounting office.

Credit Manager

Carlos Ferrari is the new Credit Manager. He just received his Associate of Science degree from the community college in Puerto Rico where he was enrolled in the Retail Merchandising Mid-Management program. He began his career as a part-time credit clerk with a similar type of business eight years ago in Puerto Rico while he was enrolled in a high school Distributive Education program. With his background and experience, it was easy for Carlos to find a job as Assistant Credit Manager with THE STORE.

"That Mr. Fox," Carlos groaned, "he's given us another bad check. This makes the third time he has done that, and his account is four months overdue. Looks as though I'll have to turn his account over to an attorney as our collection office has been unsuccessful in getting him to pay his bill." Carlos established the credit and collections system for THE STORE, and had established the policy of setting a \$100 credit limitation on all charge accounts for customers with incomes less than \$7500. As Credit Manager, Carlos supervises the collection of bad accounts and worthless checks, and supervises and coordinates the work of the employees in the credit office.

Budget Manager

Doug Jones is in a quandry. The sales promotion department has exceeded the amount of money they were budgeted for new props for THE STORE'S window displays. The department manager explained to Doug that the price had increased since the budget was approved and that the props had already been received. Doug then prepared a justification report to submit to the store manager for the overage in this account. It is Doug's job to establish the budget for the fiscal year based on the sales, expenses, and other records from previous years. This is a time-consuming job, but one which is most important as the budget serves as THE STORE'S "yardstick" for its operations.

Merchandise Control Manager

Helen Gainous notes with dismay, "That checker in the Shipping and Receiving Department made a mistake in his physical count of merchandise received. Now we are billed for 200 refrigerators when we only ordered 20! I can't understand why he doesn't realize the importance of these records." Helen processes the reports filed by the Shipping and Receiving Department in order to maintain control over the amount of merchandise stocked. She also supervises the personnel in the merchandise control office, and works closely with the Accounting Manager and the buyers for THE STORE.

Directions: Match the job duties with the job title. Fill in column B the number of the job duty which matches the job title.

*A - Job Duties**B - Job Title*

1.

Keeps records of merchandise by size, color, material and classification
Insures that there are no merchandise shortages

____ Accounting Manager
____ Inventory Control Clerk
____ Credit Manager

2.

Interviews credit applicants
Checks applications
Helps decide on applications
Obtains goodwill of customers
Emphasizes value of a good credit rating

____ Budget Manager
____ Credit Clerk
____ Merchandise Control Manager

3.

Prepares store budget based on previous figures
Prepares reports to show current budget status
Writes justifications to exceed budget estimates
Supervises personnel in budget office

4.

Prepares money trays
Prepares payroll
Keeps record of hours worked
Computes payroll deductions

5.

Establishes credit and collections system for store
Supervises and coordinates visits of employees in credit office
Supervises collection of bad accounts and worthless checks
Establishes credit limitations on customer accounts

6.

Determines markups and markdowns on merchandise to insure profit
Processes reports filed by Shipping and Receiving Department
Controls amount of merchandise stocked
Supervises personnel in merchandise control office

CREDIT AND CONTROL OVERVIEW

#75

PATHWAYS TO SUCCESS



Directions: Insert the job titles of the four entry level jobs in the Credit and Control Department in the appropriate four boxes. Trace the "pathway to success" for each entry level job by inserting the job title for each step in the progression.

290

296

Five students participate in a card game. Each student assumes the role of one employee in the Credit and Control Department. Each player is dealt five cards, each card showing a particular job and job function in the Credit and Control Department. The remaining cards are placed in the center of the table. The game is begun when the player to the dealer's left begins the game by drawing a card from the deck. After studying his cards, he should discard one card that is not related to his job. Any cards related to his job should be placed on the table in front of him. After he has discarded, the next player to his left may draw a card from the deck or pick up the discard made by the previous player. The first player to get rid of all his cards by correctly placing all five job duty cards on the table wins the game. When the pile is depleted, the top discard is left for the discard pile and the remaining discards are turned over for a draw pile. Use information on job titles and job duties found in the student handouts #73 and #75.

Sample Career Cards

BUDGET MANAGER

Prepares the store's budget

INVESTIGATOR

Checks applicant's past and current credit status

THE **3--C's** OF CREDIT

C **HARACTER**

— person's sense of responsibility toward paying his bills.

C **APACITY**

— person's ability to earn money; does he have job skills to keep steady job.

C **APITAL**

— person's wealth, does he have collateral.

Credit applicant's are judged according to three major factors:

- a. *Character*—person's sense of responsibility
- b. *Capacity*—person's ability to pay
- c. *Capital*—person's wealth

Credit applications are used to evaluate credit applicants. They contain important facts about the applicant such as present employer, references, salary, outstanding debts, assets, and savings.

Credit bureaus classify people according to their credit status. Persons who are poor credit risks and who might commit crimes against businesses are identified and are usually refused credit privileges. Bureaus are financed by membership fees paid by businesses who use such services. The statement, "Your credit reputation follows you wherever you go," is an important one to remember.

Four types of credit accounts are offered by retailers:

- a. *Regular*—customer pays full balance usually in 30 days for smaller purchases
- b. *Divided*—customer pays for a large purchase in several payments usually within 90 days without a service charge.
- c. *Revolving*—most common, customer adds purchases without making new credit arrangements, service charge is 1 to 1½% on unpaid balance each month, customers limited as to amount to be charged.
- d. *Installment*—customer makes regular payments which include service charge after down payment is made and sales contract is signed.

Some retailers also accept certain national credit cards:

- a. *Independent*—customer pays a small annual fee for convenience of charging purchases throughout the United States and around the world and pays for all purchases the following month.
- b. *Bank Card*—customer may purchase goods and services from many member businesses and pay for them the following month or on a revolving charge plan.

CHARACTER, CAPACITY, OR CAPITAL

#77

Which One?

Listed below are questions that may be asked by the credit manager while interviewing a credit applicant. Place a check in one of the columns at the right to indicate whether the interviewer is attempting to gain information regarding character, capacity or capital.

Question	Character	Capacity	Capital
1. Do you have a savings account?			
2. Is your wife employed?			
3. What bills do you now owe?			
4. How many jobs have you had in the past five years?			
5. Have you ever been turned down for credit?			
6. Do you own your own home?			
7. How long have you worked for your present employer?			
8. Do you own any stocks and bonds?			
9. What is the largest sum of money you have ever had?			
10. How much life insurance do you have?			
11. How much education do you have?			
12. Are you a high school graduate?			
13. Have you ever been arrested?			
14. What is your weekly wage?			
15. Do you own your own car?			

TYPES OF CREDIT PLANS

#77

1. Regular—customer pays full balance usually in 30 to 90 days, sometimes service charge is added, provides a convenience to buy all types of merchandise but the customer must have the money to pay in full.
2. Revolving—customer adds purchases without making new credit arrangements, service charge is 1 to 1½% on unpaid balance each month, used as a convenience for ordinary, everyday shopping.
3. Installment—based on sales contract, used to purchase large, more expensive items, regular payments include service charge, are made after down payment.

Following are some products and services which may be purchased by using one or more of the credit plans shown above. Place the number of the most appropriate plan to use to charge the purchase and the reason in the columns below:

Product	Most Appropriate Plan to Use	Reason
1. Auto		
2. Washing Machine		
3. Stereo		
4. Motorcycle		
5. Men's Suit		
6. Lawn Mower		
7. Shoes		
8. Dress		
9. Make-up		
10. Fur coat		
11. Records		
12. Wallet		
13. Television		
14. Air Conditioner		
15. Comic Books		

CREDIT APPLICATION

#78

Name _____
(Last) (Middle) (First)

Age _____

Address _____

How long at present address? _____

Own ☐ Amt. of Mortgage _____ Rent ☐ Amt. _____

Telephone _____

Name of Employer _____

Occupation _____

Address _____

Telephone _____

How long employed _____

Amt. of Income _____ (mo.)

Other income _____

PREVIOUS EMPLOYMENT:

Employer _____ Address _____ Dates _____

Marital Status: Single ☐ Married ☐ No. of Children _____ Total No. of Dependents _____

Life Insurance:

Name of Company _____ Type of Policy _____

Amount of Insurance _____

Banking Reference:

Name of Bank _____ Checking Account ☐ Savings Account ☐

Address _____

Nearest Relative:

Name _____ Relationship _____ Address _____

TRADE REFERENCES

Name of Business	Kind of Mdse. Bought	Account is Now		
		Open	Amt. Outst.	Paid in Full

The above information is for the purpose of obtaining credit and is warranted to be true. I agree to pay all bills upon receipt of statement or as otherwise expressly agreed.

Date _____

Signature _____

EXERCISE

#78

CAPACITY TO PAY

1. Mr. Jones has a monthly income of \$500. His total monthly payments now total \$100. What should be the maximum amount of his monthly payment at our store?

2. Miss Green has a monthly income of \$400. Her total monthly payments now total \$120. Should she be allowed to make a charge purchase at our store? Why or why not?

3. Mr. Bulloch has the following monthly expenses:
 - Rent — \$90.00
 - Car Payment — \$75.00
 - Insurance — \$15.00
 - Monthly payment at The Slack Shack — \$10.00

His monthly income is \$800. Determine the maximum amount of his monthly credit payment which could be allowed at our store.

IMPORTANCE OF CREDIT

#78

Credit affects the sale of goods and services. For each of the following goods or services, place a check in one of the columns at the right to indicate whether sales would be greatly reduced, reduced somewhat or remain about the same if credit was completely eliminated.

Goods or Service	Greatly reduced	Reduced somewhat	Remain about the same
1. Auto			
2. Cigarettes			
3. Home			
4. Men's Clothing			
5. Groceries			
6. Television			
7. Cosmetics			
8. Appliance repair			
9. Housewares			
10. TV repair			
11. Jewelry			
12. Tires			
13. Gasoline			
14. Restaurant			
15. Hotel Room			
16. Shoes			
17. Fur Coat			
18. Refrigerator			
19. Stereo			
20. Motorcycle			

FINANCE BASEBALL*

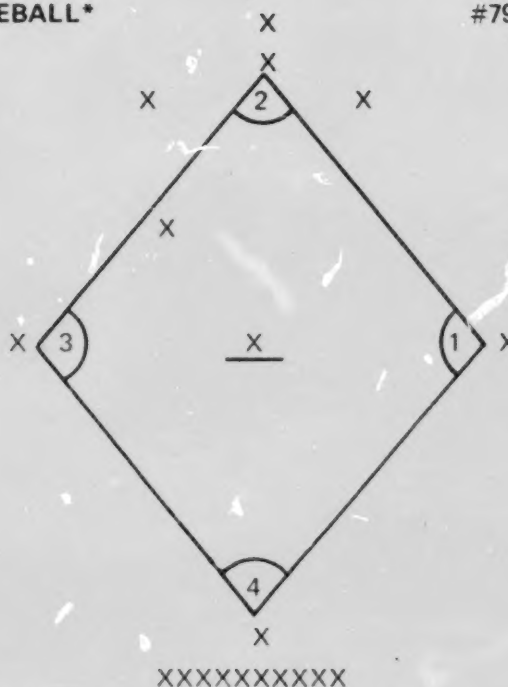
#79

Participants

- 2 Teams (9 players each)
- 1 Umpire
- 1 Scorekeeper
- 2 Managers (1 each team)
- Substitutes

Preparation

Develop four sets of questions ranging in difficulty from 1 (the easiest) to 4 (the most difficult) with a question on one side of a card and its number on the other side. If possible, use four different colors of paper, such as red, blue, orange, and green, to help distinguish the questions and add interest. Arrange the room so that you have an area similar to the diamond drawn above. Place chairs where the X's are shown and a small table with the chair in the center of the diamond. Stack the four sets of questions on the table in order (1, 2, 3, 4) face down so that the numbers show.



Divide the class into two teams and have each team select a manager. Have each team manager assign players to one of the following positions:

Pitcher—serves as the moderator asking questions to each opposing team player who comes up to bat; may decide to "walk" a player to first base.

First Baseman—may answer the first 1 point question (a single) that an opponent up to bat misses and get that player "out."

Second Baseman—same as above—2 point question (a double).

Third Baseman—same as above—3 point question (a triple).

Catcher—same as above—4 point question (a homerun).

Right Fielder—may answer the second 1 point question (a single) that an opponent up at bat fails to answer to make an "out."

Center Fielder—same as above—2 point question (a double).

Left Fielder—same as above—3 point question (a triple).

Short Stop—same as above—4 point question (a homerun).

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Each team manager will decide the "batting order" for his team. Before each player goes up to bat, the manager will discuss strategy for the game, such as going for a double or trying for a homerun.

Directions

Have the umpire flip a coin with the two managers to see which team will be "up to bat" first. The manager winning the toss will then review batting orders with his team. The other team manager will supervise his players taking their designated positions in the field.

The first player at bat tells the pitcher whether he is trying for a single, double, triple, or homerun. At this point the pitcher may decide to "walk" the batter or he may select a card from the corresponding stack and read the question to the hitter. If the player at bat answers that question correctly, he walks around the bases to the appropriate one.

If the player is incorrect, the opposing baseman (1, 2, 3, or catcher) may answer the question. If he answers the question correctly, the player at bat is "out." If he is not correct, however, the "hitter" only has one strike counted against him.

When a player at bat has an opportunity to answer a second question, he may select a single, double, triple, or homerun without conferring with his team manager. If he is correct in answering the question, he may proceed to that base.

If his second answer is not correct, the appropriate outfielder may attempt to answer the question. That is, the right fielder may answer the "single" point question, etc. A correct answer by the field player earns an "out." An incorrect answer on the second question by the fieldman entitles the player at bat a third and final attempt to answer a question of his choice. If he is correct, he goes to the corresponding base. An incorrect answer gives him a third strike and he is out.

Each team remains "at bat" until it has made three outs. At that time the team in the field comes to bat. When each team has had its chance at bat, one inning will have been completed. A game may be played for three innings, forty minutes, or any limit established by the instructor.

Scoring

As in the regular game of baseball, the game is won by the team with the largest number of points. For added interest, the scorekeeper may keep track of each team's number of hits. If the game is played for a longer period of time, such as during several units, players may figure their batting average to help enhance their mathematical skills.

You have now looked at the eight major marketing functions involved in retailing. You have seen how they all work separately and yet are connected. The connecting force is retail management. Management establishes the goals of the business, plans what to do, when to do it, as well as how and by whom it will be done; outlines work procedures; and sets up controls to make certain that the work is done correctly.

Many career opportunities are available in retail management throughout all kinds of retail businesses. As you can see from the list below, there are a wide range of titles. These are classified by management levels. Can you identify the kind of retail business with which each of them is associated? Are there any differences in the degrees of responsibility that these people have?

Supervisor/Mid-Management

Accounting Manager
Advertising Manager
Budget Manager
Credit Manager
Customer Service Manager
Display Manager
Department Manager

Floor Superintendent
Merchandise Control Manager
Route Supervisor
Sales Manager
Section Manager
Shipping-Receiving Manager

Specialist

Advertising Analyst
Charge Authorizer
Consumer Relations Representative
Fashion Coordinator
Head Buyer

Marketing Research Analyst
Public Relations Man
Resident Buyer
Sales Promoter
Specialty Buyer

Executive

Comptroller
Company President
General Manager
Merchandise Manager

Operations Director
Sales Promotion Director
Store Manager

Marketing risks are the possibilities of financial loss to people or property by unforeseen or uncontrollable factors.

Two methods of minimizing marketing risks help to reduce the chances of financial losses to business, as well as to individuals:

- a. Good management practices—planning and implementing safety practices
- b. Shift of losses to others—purchasing insurance to cover losses

It is through the two methods of reducing financial losses that many retail management activities take place.

The management careers listed above may be divided into three career levels: executive, mid-management or supervisory, and specialist. An *executive* manager is a person responsible for major decisions within a business or organization to coordinate and direct its activities. He may be the only executive manager of a business, as in the cases of small store managers, supermarket manager, service station manager, gift shop owner. He may share this responsibility. A corporate president is supported by general managers, division managers, executive vice-presidents, and a comptroller or treasurer. Each of these people accepts major roles in his organization to make decisions, organize and control activities, etc.

The *mid-management* level, often referred to as the supervisory level of management, involves the coordination of activities for a smaller, more specific area of the business. Usually, this is a department or division. Examples of mid-management positions include a shipping-receiving manager, advertising manager, route supervisor, and a department manager within a large store.

The *specialist* in marketing management is a highly-trained, knowledgeable person who provides valuable information and makes important decisions affecting the business. However, the primary importance of his career does not center around the actual supervision of people, although he may be responsible for overseeing the activities of these employees. Some of the interesting specialist careers in retail management include: the marketing research analyst, the fashion coordinator, the consumer relations representative, head buyer, and the sales promoter. Can you think of some others?

As you can see, if the management of a business fails, most likely the business will fail as well. In fact, the United States Small Business Management Association recently stated that 92% of all business or organization failures are a direct result of poor management!

How does a person get into management? There are several ways. One is referred to as "coming up through the ranks." This statement simply means starting at an entry level position and with hard work advancing to department manager or store manager.

Another method of entering management is through special training. Many stores take promising young people who are interested in management and place them in the store's management training programs. These young people are often directly out of a high school or vocational school Distributive Education program.

You may also get a two or a four year college degree in marketing or management which will qualify you for many supervisory or specialist positions in management. With experience, you could become an executive.

Some of the more important traits and characteristics of a competent manager are: his ability to organize people and the jobs they are to carry out, understand people and their feelings, be aware of business trends, have an open-mind to new problems, be able to make a decision and stick to it, and if proven wrong, be able to admit it and make the necessary adjustments.

A Management Summary

To help you organize your management information, here is a brief overview of what we have just learned about management:

1. Management is the process of coordinating all resources in order to achieve the goals set by a business or industry.
2. The retail manager coordinates all business resources by planning, organizing, directing, and controlling all activities to meet the goals of the business or organization.
3. Management careers may be classified by one of three career levels:
 - a. *Executives* are responsible for decisions coordinating all marketing activities within a business or organization.
 - b. *Mid-Management* involves supervision of activities within a specific department or division of a business or industry.
 - c. *Specialists* include highly trained, knowledgeable personnel who provide vital information directly to top management of a firm.
4. The eight major marketing functions or activities may be performed by one person in a business or by many people.
5. Without proper management, a business or organization has very little chance of success.
6. People who want to become managers may choose one of several methods, depending upon the field of marketing:

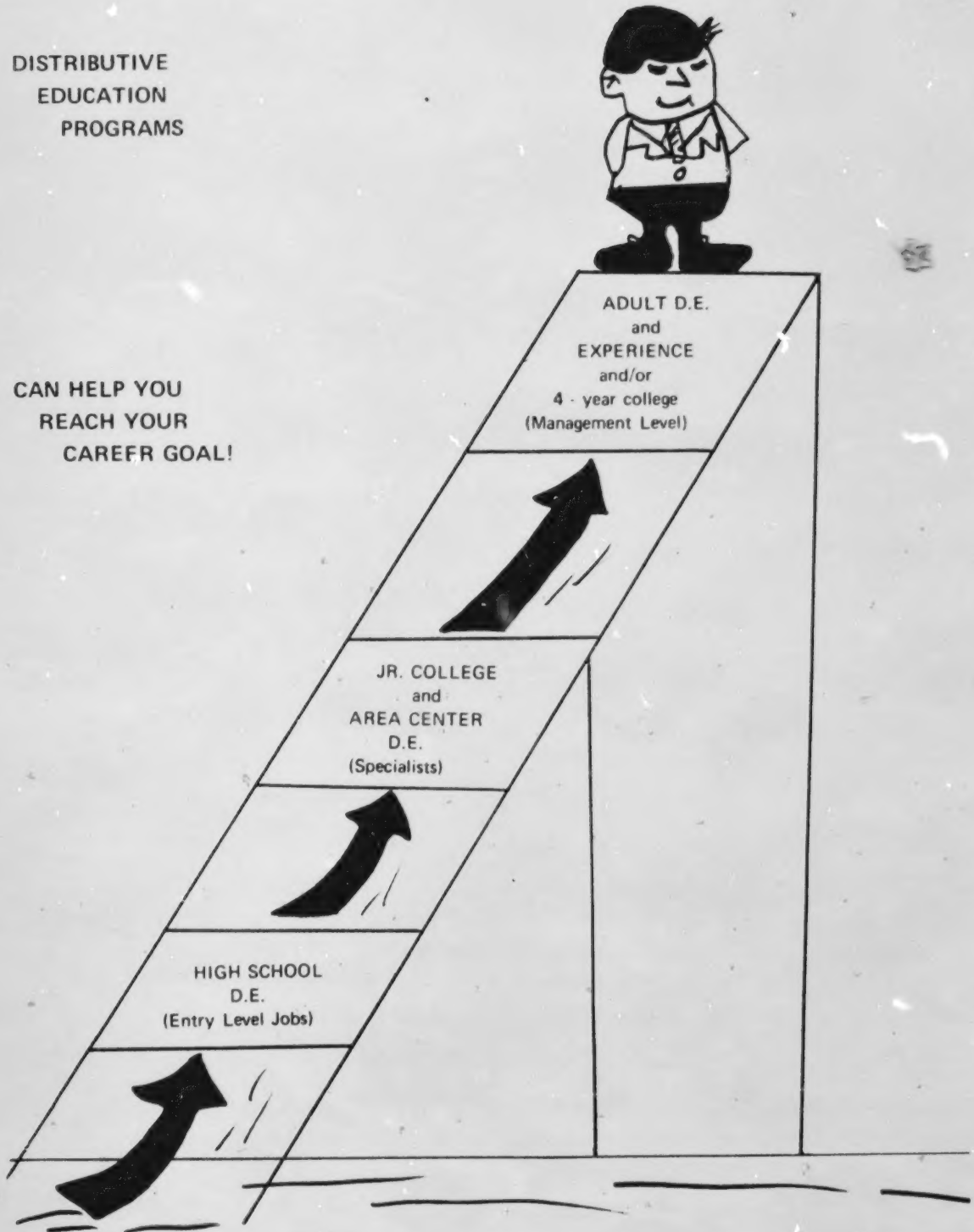
Work his or her way up *through the ranks* beginning at any entry level job.

Enter a *training program* after completing a high school or vocational Distributive Education program as preparation.

Obtain a two or four year *college degree* in marketing or management.

DISTRIBUTIVE
EDUCATION
PROGRAMS

CAN HELP YOU
REACH YOUR
CAREER GOAL!



RETAIL MANAGEMENT QUESTIONNAIRE

#80

1. A manager is responsible for doing the work necessary for the business to survive.
True False
2. Marketing management takes place in each of the other marketing functions.
True False
3. Some form of management takes place whenever people work together.
True False
4. Eight marketing functions cannot be performed by a single person.
True False
5. The effectiveness of the management has no effect on the success of the business.
True False
6. The only way to get into management is to get a college degree.
True False
7. The marketing activity that connects the functions of buying, selling, market research, standardization, transportation, risk, storage, and finance is the coordinator called marketing

8. The three career levels of marketing management found in business are:
_____, _____, and _____
9. Place an "X" next to those careers which are management/specialist level:

☐ Merchandise Manager	☐ Specialty Buyer	☐ Display Manager
☐ Ad Illustrator	☐ Sales Promoter	☐ Store Manager
☐ Materials Handler	☐ Head Cashier	☐ Comptroller
☐ Charge Authorizer	☐ Sales Manager	☐ General Manager
☐ Fashion Coordinator	☐ Resident Buyer	☐ Company President
10. Three ways to progress into a retail management position are:
 - a. _____
 - b. _____
 - c. _____

Participants

1 Moderator/Judge

2 Teams

1 Scorekeeper/Timer

Directions

The purpose of this game activity is to familiarize students with retailing careers and the functions. Develop a roulette wheel with retailing careers similar to the one illustrated on the back of this paper on a sheet of posterboard. It should have 36 spokes, 33 retailing careers, and 3 bonus areas. Have each student submit 5-8 questions on an assigned area, such as display, advertising, buying, etc. These should be assigned so that you will have at least 5 questions for each of the 33 jobs. Samples of these have been shown below using a true-false format. If time allows, have students prepare the questions on cards after you have edited them.

Select a student to serve as the moderator/judge and one student to act as the scorekeeper/timer. Divide the rest of the class into two teams and have each of the teams choose a captain. Each team captain will arrange his group in the order to which they will take their turns at the wheel. The moderator will flip a coin to determine which team will begin the game.

The first player of the team winning the toss starts the game by spinning the arrow. If the arrow stops on a retailing career, the moderator will read a question pertaining to that career. If he answers correctly, his team receives one point. If he does not answer correctly, the first player on the opposite team may answer the question. If the opposing team player is correct, he scores a point for his team and also takes his turn. If the opponent's player is not correct, his team does not earn a point but he still takes his turn. Anytime a player cannot answer a question, the opposing team's next player may answer the question for a point, as well as take his scheduled turn.

Each team player has 10 seconds to give an answer. Only one answer will be accepted. The player receiving the question may not consult with other members of his team. If a player spins the arrow and it rests on one of the three "Bonus" areas, his team earns 5 extra points, as well as a chance to spin the arrow again. The game may be played for a class period, for a set time limit, such as 15 minutes, or for a total number of points, 15 points for example.

Sample Questions

MARKER

The marker is responsible for marking the cost code, price, and other information on a ticket and attaching the ticket to each item. True or False.

Answer: True

DISPLAY MAN

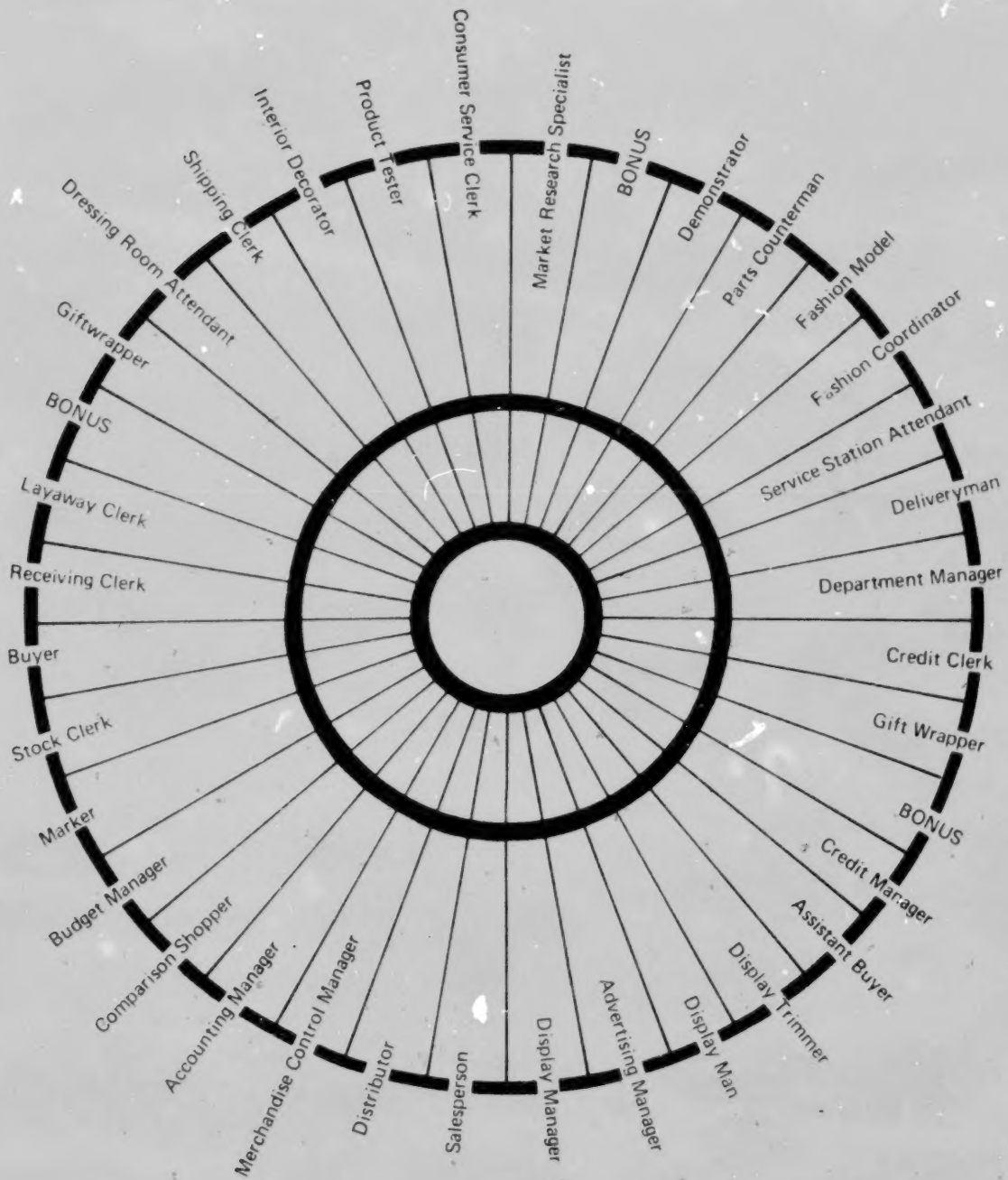
The Display Man arranges the merchandise and props into an attractive display according to the plan created by the display designer. True or False.

Answer: True

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RETAILING CAREER ROULETTE

#81



313

307

#82

1. If you were a *merchandise manager* how would you treat a *specialty buyer* who took "payoffs" from a competitor to purchase poor quality goods for sale to your customers?

2. The *comptroller* had talked to his *accounting manager* three times last week about incorrect figures on shipments. The general manager has just discovered another report done incorrectly. The accounting manager has an injured leg from the war. How would you feel about firing the accounting manager if you were the comptroller?

3. A section manager noticed one of the company's *department managers* slipping several bottles of expensive perfume into her pocketbook. If you were the section manager, how would you react?

4. The *customer service manager* discovered poor accuracy on layaway records and called in the *layaway clerk* and told him about the failure to check the records accurately. The layaway clerk swore at the customer service manager, stormed out of the office slamming the door. How would you feel about the layaway clerk's conduct if you were the customer service manager?

5. The *company president* checked his forms against the inventory to see if the goods marked "damaged" by the *checker* last Tuesday had been returned. When it was discovered the goods had not been shipped, the boss fired the *shipping and receiving manager* for not checking to see if it had been done even though he had been out *sick* two days with the flu. How just do you think the firing was?

Real Ripoff Ricky Right-On Randolph

Participants

4 – 6 Players per Gameboard

Preparation

Duplicate copies of the gamecards and gameboard for each group. Back the cards with colored construction paper, preferably the four colors of the cards. Reproduce the gameboard on posterboard. Give each group a set of dice.

Directions

Each player should have a marker, such as a penny, paper clip, or plastic chip. These should be placed at start. A slip of paper should be numbered for each student in the group. Thus, if there are four players, there would be four slips with 1, 2, 3, and 4. These should be folded and mixed. Students should draw slips. The student drawing number one would go first, and so on.

The student beginning will roll the one die and move his marker the number of spaces represented by the die. If he throws a three, he would move three spaces. He will then select a card from the colored stack represented by his space. If he lands on a yellow space, he would draw a yellow card.

The student will follow the directions on the cards, moving the number of specified spaces. However, the student never moves backwards past start. All students proceed in the same manner. The first student progressing around the board to "start" wins the game.

Gamecards

ORANGE CARD

Your "Whirley Birds" that are scheduled to be advertised Sunday were received in 10,000 pieces. Go back to the next 4 and then move back 4 more squares.

Anti-war demonstrators picketed your store because you had a display of war toys. Bad publicity and sales are zero! Lose a turn.

YELLOW CARD

You ordered 15 dozen kites and this March has been without a breeze. Stay where you are until the breeze blows you forward.

Many fingers Mike trained his little brother in your department today. Total loss \$14.00. Move back to the nearest 4.

GREEN CARD

You were out of a basic stock item when the territory manager came for inspection. Go back 5 squares.

Your department won the store sponsored sales contest! Go to the next 3 and celebrate!

RED CARD

You didn't have the right size battery to fit the new rocket robots you just received. Back to the next 1.

You held a sales training session with the clerks in your department to introduce a new toy. Go forward to the nearest 4.

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ORANGE CARD

The Association for the Furtherance of Childhood Education has voted your department the best educationally equipped toy department in town. Free publicity! Forward to the next 1.

This is National Forestry Week and you have a display featuring stuffed forest animals and Smokey Bear hats. Forward 2 threes.

You donated a prize for the March of Dimes walk-a-thon. March onward 4 spaces.

Your merchandise manager suggested you carry a hobby line and a customer survey shows you should! Forward to the next 4.

GOOD PLANNING! Other stores are out of the chameleon leashes but you saw the fad coming. Forward 3 spaces.

Your Snaggle Puss puppets are being advertised on TV. Forward to the next 2.

YELLOW CARD

A shipment of games is overdue 3 weeks! You need them badly. Back to the next 3.

A kid stuck the filled wading pool with a shelf bracket and it collapsed flooding the department. Lose a turn and break out the mop.

The clerk who was hurt by the falling display will be out for a week. Go back 1 square.

Regional Baton Twirling Seminar held next door. You have 1 left in stock. You sold the rest! Take an extra turn.

The Toy Chest has Big Ben Dump Trucks on sales too, but yours are 50¢ cheaper. Forward to the nearest 4 and then 4 more squares.

You're the first one in town to receive the Sesame School Counting Boards! They are in great demand! Forward 4 squares.

GREEN CARD

You sent those Zombie Joe Jungle Gyms to another branch store where they were selling. Move to the first 4 and then to the next square forward.

Wham-O Toys has a national sales campaign on and you just received 300 of the featured toy. Sales are high! Go forward to the next 2.

You are going to the July Toy Show in New York to order for Christmas. You have a 150% increase in your budget! Forward to 3.

Your department had a 20% increase in sales over this day last year. Advance to the nearest 2.

You're having a heat wave and you have plenty of pools on hand. Forward to 1 and take an extra turn.

Count the number of ping pong balls in the wading pool. The sales promotion manager liked the contest. Forward 3 spaces.

RED CARD

Market survey shows 2 out of 5 parents shop in your toy department. You have a good selection. Forward 3 spaces.

Two boys from your community are going to the Frisbee Nationals and you presented them with Olympic Frisbees to use. Forward to the next 3.

That Whizzers display paid off. SMART THINKING. Go forward to the next 4.

Your "Space Station Venus" gets a full-page ad on Sunday. Go forward to the next 2.

You won a battle with the advertising department. Go forward to the next 1.

At Kiwanis yesterday Mr. Biggs the banker told your boss that a clerk in your department kept him waiting 5 minutes while she talked to her girlfriend. Back to the next 2.

ORANGE CARD

You marked down those chartreuse Barbie gowns last week and 9 out of 11 are gone! You still made a profit. Advance to the next 1.

You found a Lonely Lulu at a branch store! The manager's wife was delighted. Forward to the next 3.

Vandals threw a brick through the display window and damaged a raceway set on display there. Go back to the nearest 1.

One of your sale items had the wrong price in the paper. -- Your assistant didn't check the ad carefully. Go back 1 space.

The store manager's wife came in to buy a Lonely Lulu Doll for their grandchild and you were out! Move 3 spaces back.

YELLOW CARD

You ran a quarter page ad on roller skates in Friday's paper and it has rained every day since then. Back to the next 3.

The cake mixes in your Domestic Dolly Oven Sets have spoiled. Should have advertised them to move them out quicker. Back to the nearest 2.

The customer survey paid off!! You have sold 10 dozen candle kits in 5 weeks. Forward to the next 2 fours and then another square.

Love* games arrived and the ad appears tomorrow morning. SAVED! Move to the nearest 1 and hop 4 more to celebrate.

Your department is ahead in sales for the year! Keep it up and take an extra turn.

GREEN CARD

Your department missed its day by \$200. Stay where you are and miss a turn.

You sold out of monopoly games the first hour they were on sale. Poor planning!! Go back 2 twos.

Many fingers Mike, the 8 year old wizard, struck!! Lose a turn.

All 49 of those plastic doll cases were returned. The handles tore out of the case. Go back 3 spaces and lose a turn.

You bought 4,000 hoops and this week the chiropractic association announced that they were bad for childrens' backs. Back 3 spaces.

RED CARD

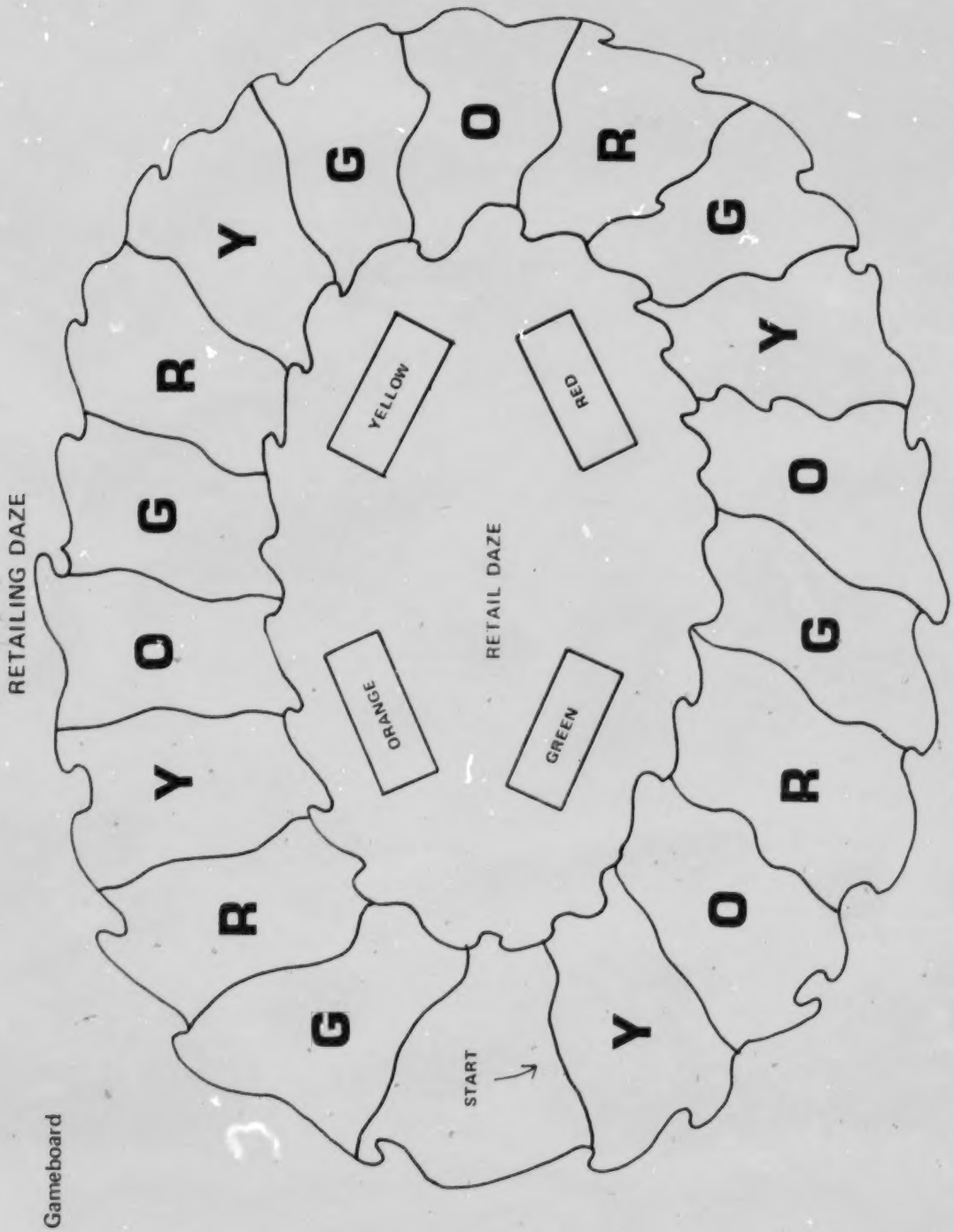
Your last shipment of plastic goop was defective. Stay where you are and take the returns.

Your display fell down and hurt your best salesclerk. Display Man didn't fasten it properly. Move back to the next 3.

The roof leaked and damaged some cardboard puzzles. Back to the next 3.

Blipo the Clown was supposed to make a personal appearance an hour ago to promote Blipo Punch Bags. Customers left empty handed and MAD! Go back to the nearest 2.

Shoplifters hit your department today but were caught and half the loot was captured. Stay where you are!



Your group is to use the method of majority rule in reaching a decision. The task assigned *must* be agreed upon by more than half of the members before it becomes a part of the group decision. A majority vote is sometimes difficult to reach. Therefore, not everyone's opinion will meet with the group's approval. Try, as a group, to make each ranking one with which *all* group members can at least partially agree. Here are some guides to use in reaching decisions:

- (1) Avoid *arguing* for your own individual's judgments. Approach the task on the basis of logic.
- (2) Avoid changing your mind *only* in order to reach agreement and avoid conflict. Support only solutions with which you are able to agree at least partially.
- (3) Avoid "conflict-reducing" technique such as averaging or trading in reaching decision.
- (4) View differences of opinion as helpful rather than as a hindrance in decision-making.

National Catalog Sales financial statement shows that high labor costs have caused the company to operate in "the red." Assume that the Company President has notified you, the General Manager, that you must cut your management staff to eight. These eight people must be able to assume the responsibilities of those let go. Your task is to decide which four must leave:

Your group must reach a majority decision on which four people must be laid off in order to reduce labor costs.

You have 20 minutes to reach a decision on this problem.

- (1) Comptroller, a 55 year-old retired Army Colonel
- (2) Accounting Manager, a "swinging" 30 year-old bachelor
- (3) Consumer Relations Representative, a 35 year-old divorcee with two children
- (4) Sales Manager, a 29 year-old ex-convict of bank robbery
- (5) Charge Authorizer, the 27 year-old daughter of the company president
- (6) Head Buyer, the 60 year-old widow of a teacher
- (7) Sales Promotion Director, a 50 year-old "laid off" railroad executive
- (8) Credit Manager, a 40 year-old disabled war veteran
- (9) Specialty Buyer, a pregnant 25 year-old woman
- (10) Sales Promoter, a 22 year-old Junior College DE student
- (11) Merchandise Manager, the 36 year-old husband of the pregnant specialty buyer
- (12) Advertising Manager, a 28 year-old political liberal

The following are guidelines to discuss the way in which your group arrived at a majority decision about those storage personnel who would be "laid off."

- (1) What feelings were expressed in reaction to this situation? (e.g. frustration, withdrawal, anger)

- (2) Did you observe any different styles of leadership? Who dominated or exerted the most influence? How and why? Were there feelings of competition for leadership? How much need was there for organization?

- (3) How did the members of your group reconcile conflicts of value? (compromise, domination of one person, etc.)

- (4) Was your behavior in this situation characteristic of the way you work in a group? Why or why not?

- (5) Did everyone participate? Do you feel that the decision reached really represents the opinions of the majority?

CLASSIFYING MANAGEMENT CAREERS

#85

Executives include those who direct and control the entire business. The Specialists are very knowledgeable, highly-trained marketers who provide important information to management and makes important decisions affecting the business. The Supervisor position is responsible for supervising employees and activities for one segment of the business.

Listed below are fifteen retail management occupations. For each of the careers listed, check the management level of the position held.

Occupations	Executive	Specialist	Supervisor
Resident Buyer			
Customer Service Manager			
Operations Director			
Sales Manager			
Marketing Research Analyst			
Consumer Relations Representative			
Department Manager			
Shipping/Receiving Manager			
Corporation President			
Display Manager			
Credit Manager			
General Manager			
Comptroller			
Fashion Coordinator			
Merchandise Manager			

Management takes place wherever people work together. It is not that people require supervision, but that the efforts of people need to be directed along certain lines or patterns with certain controls. The person who manages may be called the head, supervisor, director, president, or manager. A form of management exists at school with the principal as the person in charge and the teachers as the people working under him.

The activities which a manager performs may be grouped into four major functional areas:

- a. *Planning* involves determining what procedures will accomplish the goals set for the business.
- b. *Organizing* includes deciding how the procedures can best be implemented to achieve success for the firm.
- c. *Directing* is the process of leading and guiding personnel within the business to reach the goals of the business.
- d. *Controlling* involves supervision of performance according to the established standards in order to meet the stated goals.

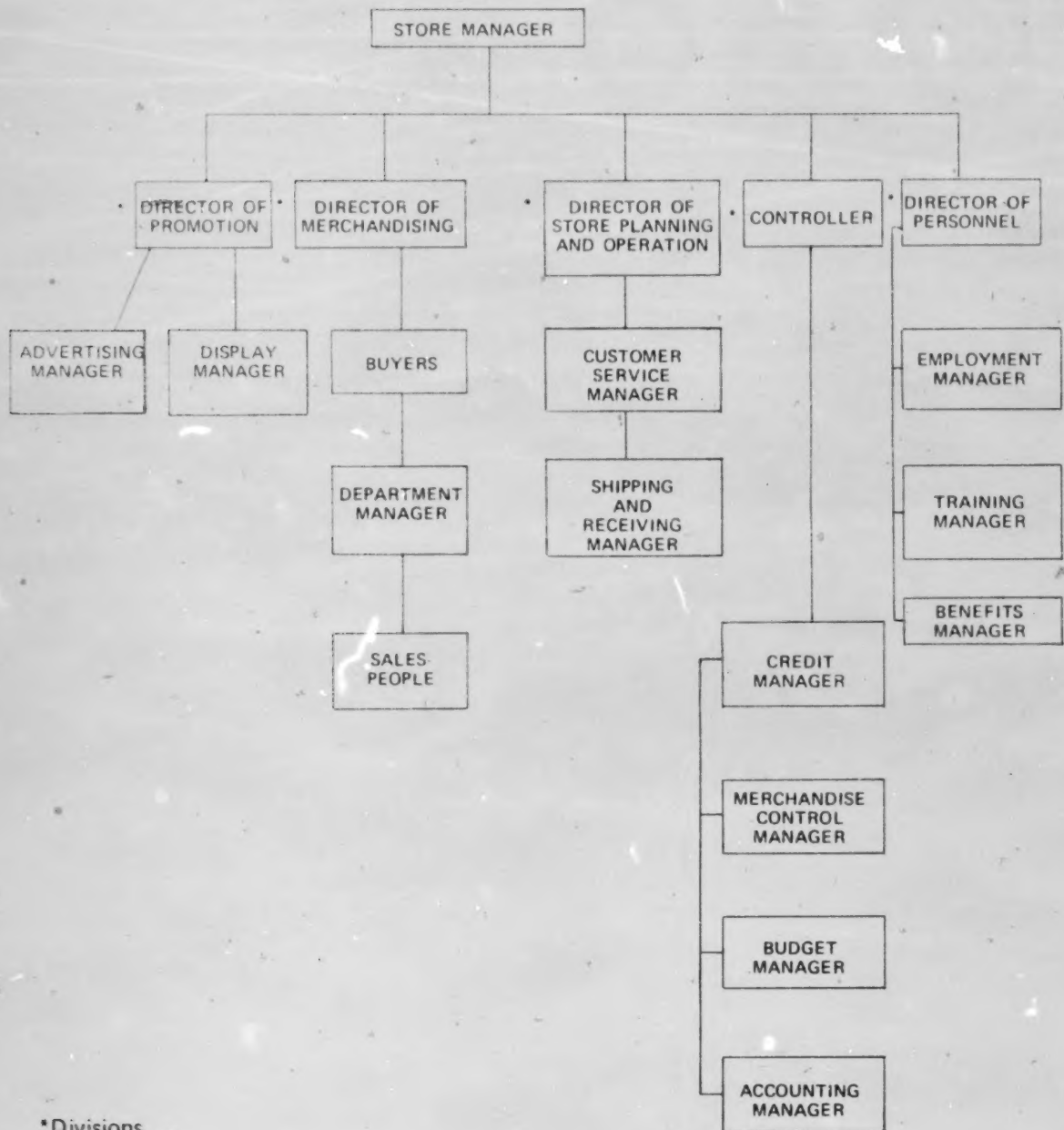
The management of a business is not a simple job. In a small retail store each of the eight marketing functions may be performed by one or two persons. In a larger store, however, each of these functions may be performed by a different department. It is the job of the manager to be sure that each person in charge knows what he is supposed to be doing and does it correctly. This is known as the "directing" function.

The manager is responsible for determining the objectives of the business and the means by which they can be accomplished. This function is called "planning." After the plans are established, he must then decide what responsibilities go with these activities and assign those responsibilities to specific people. This is known as "organizing." After setting up the objectives and assigning the responsibilities, the manager needs to check on the progress being made. "Controlling" is measuring the amount of progress toward the objective or objectives and taking appropriate action if adjustments are necessary.

The retail manager, then, is responsible for coordinating all of the business resources by planning, organizing, directing, and controlling all of the activities and personnel to meet the goals of the business. Management is the process of coordinating these resources to achieve the goals set for the business or organization.

1. _____ is the process of determining the objectives of the business and the means by which they will be accomplished.
2. When you decide on the responsibilities of the business and assign these responsibilities, you are _____ the business.

3. _____ is the process of measuring the amount of progress toward the objectives and taking any action necessary to speed this progress; it is the supervision of performance.
4. The process of guiding or leading the company personnel so that they understand their responsibilities in reaching the goals of the business is the management function of _____.



*Divisions

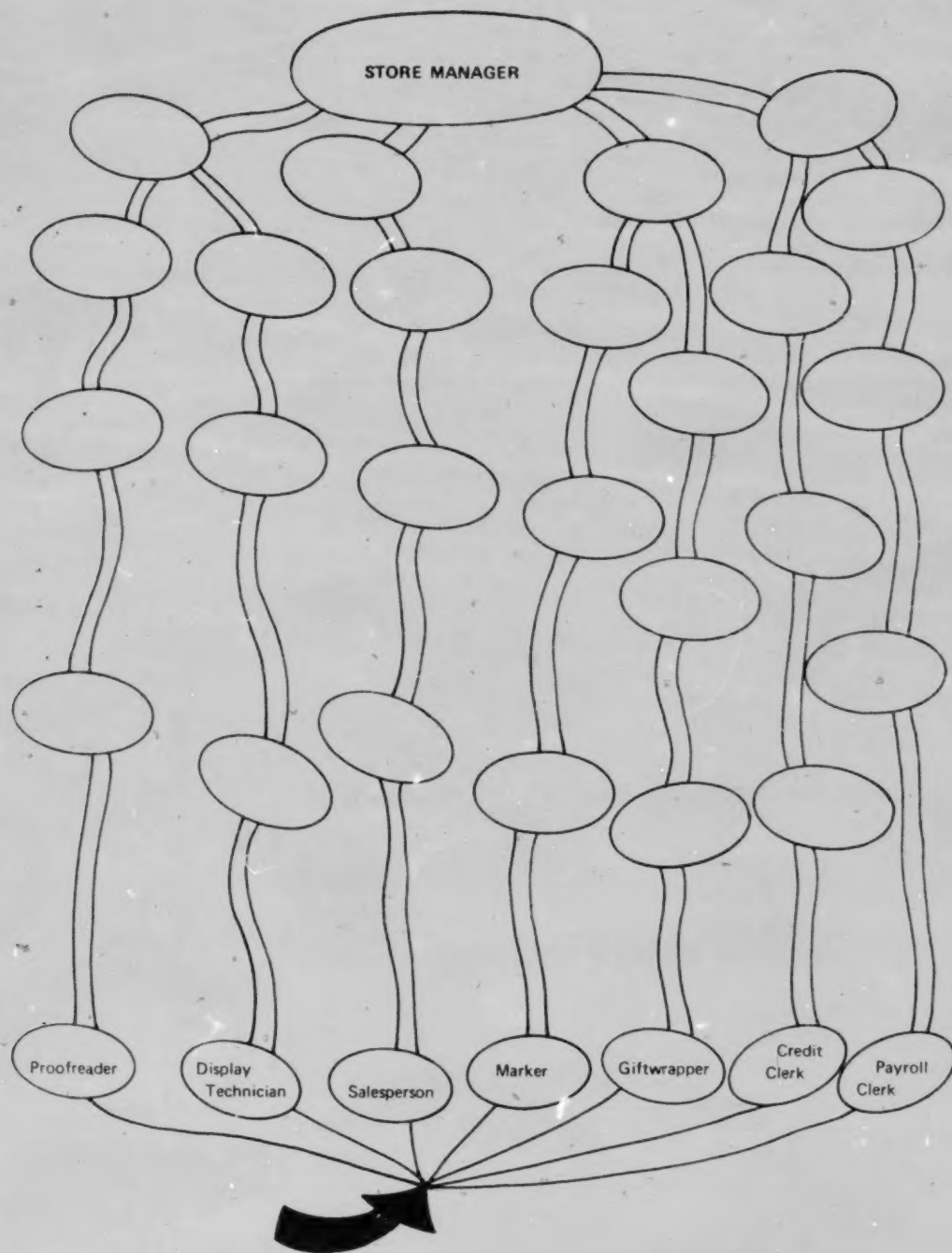
Note to Teacher: Identify entry level and specialist level jobs within each department as covered in the previous units.

RETAIL STORE ORGANIZATION

#86

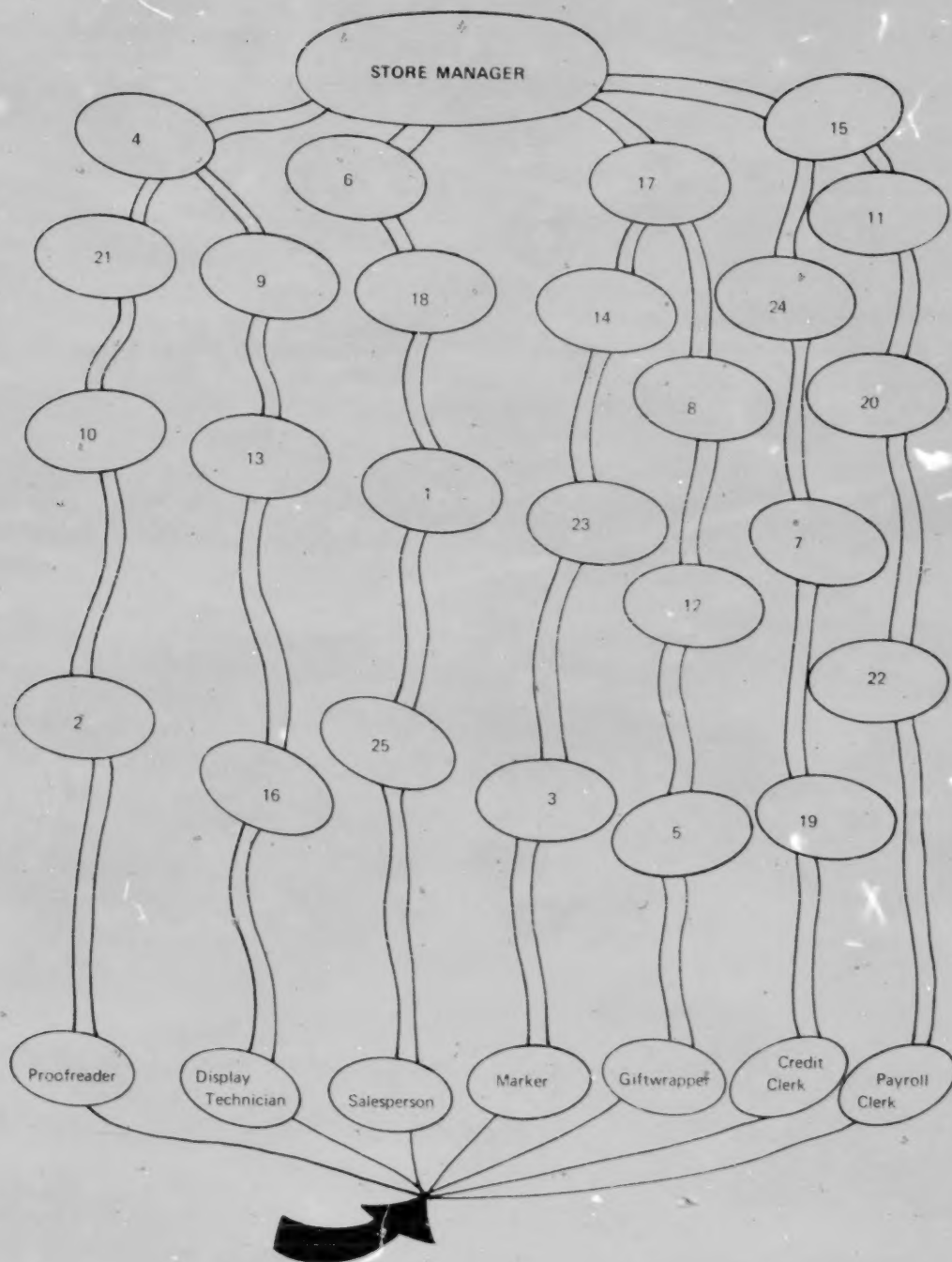
Directions: Given below is a scrambled list of jobs which are found in retailing. Depict a career ladder for each entry level job given in the illustrative maze on the next page by inserting the number of the job title which would indicate career advancement by promotion.

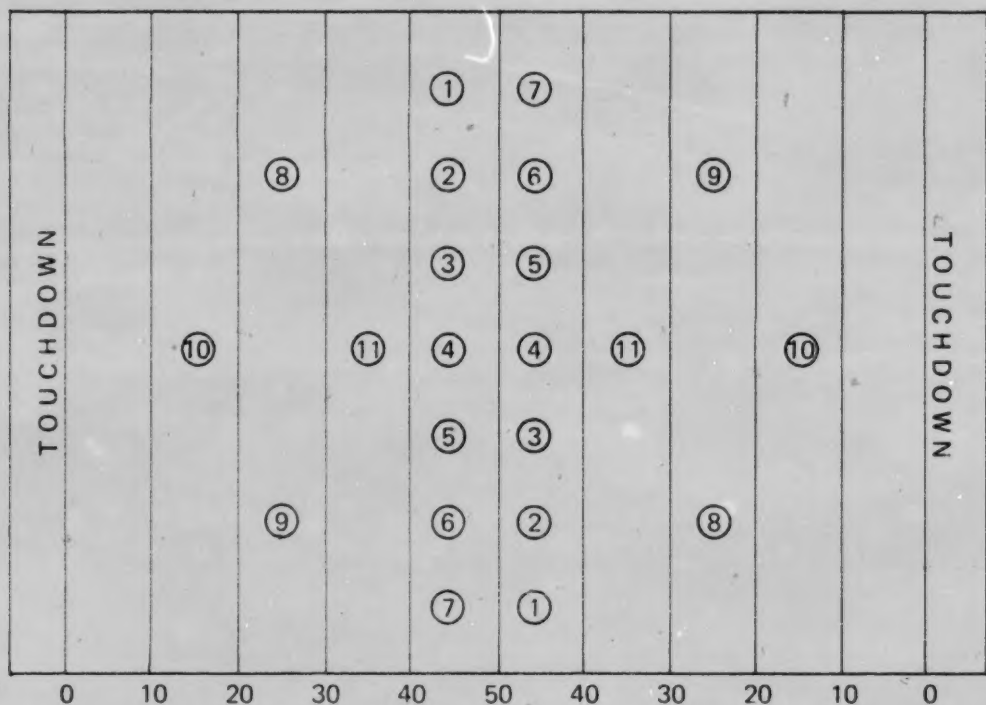
1. Assistant Buyer
2. Assistant Advertising Manager
10. Advertising Manager
21. Advertising Manager
4. Director of Promotion
16. Display Man
13. Assistant Display Manager
9. Display Manager
25. Department Manager
18. Buyer
6. Director of Merchandising
5. Bridal Consultant
12. Assistant Customer Service Manager
8. Customer Service Manager
17. Director of State Planning and Operation
3. Head of Stock
23. Assistant Shipping and Receiving Manager
14. Shipping and Receiving Manager
19. Credit Interviewer
7. Assistant Credit Manager
24. Credit Manager
15. Controller
22. Budget Clerk
20. Assistant Budget Manager
11. Budget Manager



320

326



**Participants**

2 Teams (11 players each)

1 Referee

1 Scorekeeper

1 Timer

Preparation

Develop 5 sets of questions in varying degrees of difficulty. For example, questions for 10 yards should be the least difficult and questions for 50 yards should be the most difficult. A special "Bonus" set of questions should be prepared for the extra touchdown point.

Draw a football diagram similar to the one shown above on the chalkboard, overhead projector, or bulletin board. Divide the class into two teams. Have each team select their quarterback (#11). Ask each player to assume a position for his team on the front line (#1-7), as a halfback (#8-9), or as the fullback (#10).

*Developed and reprinted with the permission of Miss Barbara J. Wilkie.

Directions

Flip a coin to see which team will begin the game from the center 50 yard line. The quarterback of the team winning the toss decides how many yards his team will try to gain. In each succeeding play, the quarterback will always decide the number of yards his team will attempt.

When the quarterback has selected the number of yards to be attempted, the referee draws the top card from that stack of questions. The left end (Player #1) would answer the question. If he is correct, his team earns the number of yards attempted. If the number of yards gained is 50, the team would earn a touchdown or 6 points. If the number of yards earned was less than 50, the team has the opportunity to attempt more yards. The quarterback would then select the number of yards to attempt, and the next player, the left tackle (Player #2) would answer the question. A team may continue gaining yards by answering questions until a touchdown is earned.

If the player on the offensive team "fumbles" and cannot answer his question correctly, his opposing player on the defensive team may "intercept" and answer the question. If the defensive player is correct, his team advances the number of yards toward their goal line for a touchdown. For example, Player #1 on the gray team (left half of the above diagram), could not answer a question for 30 yards. His opposing player would be the right end on the defensive team, Player #7 on the white team. If Player #7 correctly answers the question, his team would then become the offensive team and would advance 30 yards.

However, if the defensive player (in the foregoing example, Player #7) fails in his attempt to intercept, the quarterback #11 on the offensive team may designate any other player on his team to answer the question. If that player is correct, the team earns the number of yards attempted. If he is not correct, the team loses the ball. The defensive team would then become the offensive team and begin play at the 50 yard line.

Each offensive player has 30 seconds in which to answer his question. If he fails to give any answer within 30 seconds, his team is penalized for "delay of action." The team would be pushed back 10 yards. The defensive player has 30 seconds in which to "intercept" the question. If he does not give any response, his team is penalized for "holding" and the offensive team would advance 10 yards.

When a team scores a touchdown for six points, it may earn an extra point by answering a bonus question. The quarterback may select any player, including himself to answer the question for the team. If the player is correct, the team earns the extra point. If the player is incorrect, the play is ended. The other team would then assume offensive play at the 50 yard line.

Each quarter of the game is played for ten minutes. At the end of the quarter, play stops and no more points may be earned by the offensive team. The next quarter is begun by the other team at the 50 yard line.

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Must be dependable with no baby
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10 mile radius of 103rd St. &
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who need to work. Training pay
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For appt. call 771-3165

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Family type restaurant. Short
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South Restaurant, 3038 Beach
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MAJIK MARKETS-No experience
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STORE MANAGER
Prefer discount, supermarket or
hardware type experience. Excel-
lent company benefits. Salary
Apply House of Bargains
10380

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Experience required. Start imme-
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Requires college background
with proven growth. Experi-
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Above average starting sale
realistic commission income
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of Do-it-Yourself Products see
A young, aggressive, indivi-
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765 BEACH BLVD

RETAIL SALESMAN

Experience required. Start imme-
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40 hour week. Apply
441 West Adams

STORE MANAGER

Suburban Men's Shop, must be
experienced with the public. Ex-
cellent top salary. Prefer Gentle-
man age 50-55 to most established
clientele. Please send resume of
experience to Florida Times-Union
& Journal, Box No. 2-95.

PERSONNEL
Mond
10 a.m.

JCP

We know wha
GA

An Equal Oppor

HOME BUIL
SALES REPR
KINGSB
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To sell manufactured house
gism to homebuilders
Requires college background
with proven growth. Experi-
dential building product or
that requires contact with re-
sults to repeat business.
Above average starting sale
realistic commission income
depending upon ability. For
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Sales Opportunity
Multimillion dollar manufac-
of Do-it-Yourself Products see
A young, aggressive, indivi-
with 1 to 2 years sales experi-
for call on lumber retailers,
merchandisers & home im-
Automobile expenses, excel-
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agement opportunities. Se-
employment in salary history &
some. In Times Union-Job
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ty. Invested commissions &
insurance pension & profit
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detailed interview

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-COSMETICS

We are seeking an ambitious
and career oriented mu-
liple with sales background

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COOKS
BUS BOYS
COUNTER HELP

Experienced. Must have current
health card. Excellent earnings
working conditions. Many compa-
ny benefits. Apply P.O. Box
8000 Lonestar Rd. Mrs. Markham
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ny benefits. Apply P.O. Box
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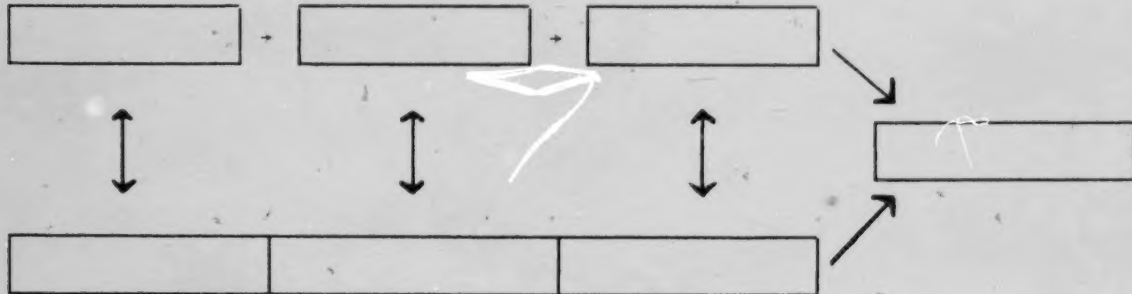
765 BEACH BLVD

\$160

Or more a week. That is
what our experienced food
skippers & deliverymen are
averaging. Permanent open-
ing now for able-bodied men
to deliver products to retail

THE RETAILING SCENE

1. Write each of the components in the channels of distribution in the correct order to show the most frequently used channel for goods.



2. Read each of the marketing descriptions below and decide which term is explained. Place that marketing term in the correct blanks of the puzzle on the next page.

1. acts as a middleman in distributing goods between the producer and the retailer
2. may be a manufacturer, converter, or an extractor (mining or agriculture)
3. sells goods directly to the individual consumer; may buy goods directly from the manufacturer or producer, from a wholesaler, or from a special agent
4. one who purchases goods and services for use, not for resale
5. involves the gathering of information so that marketing managers can make sound decisions and solve marketing problems
6. supplies a business with the necessary materials needed for its use or resale to another business or consumers
7. includes all the activities involved in acquiring and distributing goods and services for processing, business use, or personal consumption
8. are possibilities of financial loss to people or property by unforeseen or uncontrollable factors
9. provides the time and space necessary to house merchandise until it is needed for industrial purposes or distribution to consumers
10. deals with funds necessary for business operations and customer purchases
11. the process of assisting or persuading a customer to make a wise buying decision through personal contact or sales promotion materials

12. buy from and sell to manufacturers, wholesalers, and retailers, as well as to consumers
13. serves as a coordinator for all marketing activities
14. provides the service of physically moving property and people from one location to another
15. involves setting values or limits for the goods and services as well as the inspection and labeling to check conformity

[illegible]

3. Listed in the left column below are ten examples of retail businesses, some of which may be in your community. Ten types or classifications of retail businesses are listed in the right column. Draw ten lines between the columns to connect each type of retail business with its example.

1. SEARS	Convenience Store
2. PUBLIX	Department Store
3. WESTERN AUTO	Discount Store
4. MINA-MART	Door-to-Door
5. GORDON'S JEWELER'S	Itinerant
6. AMWAY PRODUCTS	Roadside
7. TEXACO STATION	Single-line Store
8. GOOD HUMOR ICE CREAM	Specialty Store
9. J.M. FIELDS	Supermarket
10. WOOLWORTH'S	Variety Store

4. In each of the retailing situations below, the employee is engaged in a major marketing activity. Can you decide which one? Write the term in the blanks provided.

John questioned customers about the convenience store's new hours.

_____ / _____

Alice checked to see that all of the radios were operating.

Brad ordered ten cases of pickles for his grocery store.

Janice rang up the sale for the customers' records on the cash register.

Marvin arranged the new toys on the stockroom shelves.

Paul delivered all of the furniture which had been sold for the week.

Nancy checked the customer's credit records before approving a purchase.

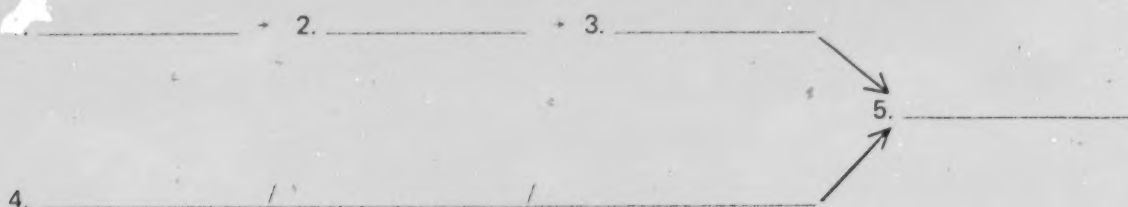
Charlotte was taking a chance that the weather wouldn't turn warm before the wool material in her fabric store was sold.

David prepared the yellow pages advertising copy for his service station.

Fran studied all the past business records in order to develop a plan for the next year's operation of her novelty mail-order house.

THE RETAILING SURVEY

1. Identify each of the five major components in the most frequently used channel of distribution by drawing a picture of each and labeling each in the blank provided. Be sure they are in the correct order to show the flow of goods and services.



2. For each of the descriptions below, identify the correct marketing term and write the term in the appropriate blank.

- _____ 1. acts as a middleman in distributing goods between the producer and the retailer.
- _____ 2. may be a manufacturer, converter, or an extractor (mining or agriculture).
- _____ 3. sells goods directly to the individual consumer, may buy goods directly from the manufacturer or producer, from a wholesaler, or from a special agent.
- _____ 4. one who purchases goods and services for use, not for resale.
- _____ 5. involves the gathering of information so that marketing managers can make sound decisions and solve marketing problems.
- _____ 6. supplies a business with the necessary materials needed for its use or resale to another business or consumers.
- _____ 7. includes all the activities involved in acquiring and distributing goods and services for processing, business use, or personal consumption.
- _____ 8. are possibilities of financial loss to people or property by unforeseen or uncontrollable factors.
- _____ 9. provides the time and space necessary to house merchandise until it is needed for industrial purposes for distribution to consumers.
- _____ 10. deals with funds necessary for business operations and customer purchases.
- _____ 11. the process of assisting or persuading a customer to make a wise buying decision through personal contact or sales promotion materials.

- _____ 12. buys from and sells to manufacturers, wholesalers, and retailers, as well as to consumers.
- _____ 13. serves as a coordinator for all marketing activities.
- _____ 14. provides the service of physically moving property and people from one location to another.
- _____ 15. involves setting values or limits for the goods and services, as well as the inspection and labeling to check conformity.

3. Study each of the examples of retail businesses given in the boxes below. Select the type of retail business that it is from the list underneath the boxes and place its letter in the appropriate box.

___ 1. J. C. Penney Co.

___ 6. Fuller Brush Co.

___ 2. Winn-Dixie Stores

___ 7. Amoco Gas Station

___ 3. Lerner Shops

___ 8. Hot Pretzel Vendor

___ 4. Little General Stores

___ 9. K-Mart Stores

___ 5. Thom McAn Shoes

___ 10. McCrory's Stores

- a. Supermarket
- b. Convenience Store
- c. Door-to-Door Vendor
- d. Roadside Business
- e. Itinerant Vendor

- f. Department Store
- g. Specialty Store
- h. Single-line Store
- i. Discount Store
- j. Variety Store

4. The person in each of the retailing situations below is involved in a major marketing activity. Decide what it is and place the name of that function in the blanks provided.

John questioned customers about the convenience store's new hours.

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Fran studied all the past business records in order to develop a plan for the next year's operation of her novelty mail-order house.

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Alice checked to see that all of the radios were operating.

--	--	--	--	--	--	--	--	--	--	--	--

David prepared the yellow pages advertising copy for his service station.

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Brad ordered ten cases of pickles for his grocery store.

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Charlotte was taking a chance that the weather wouldn't turn warm before the wool material in her fabric store was sold.

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Janice rang up the sale for the customer's records on the cash register.

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Nancy checked the customer's credit records before approving a purchase.

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Marvin arranged the new toys on the stockroom shelves.

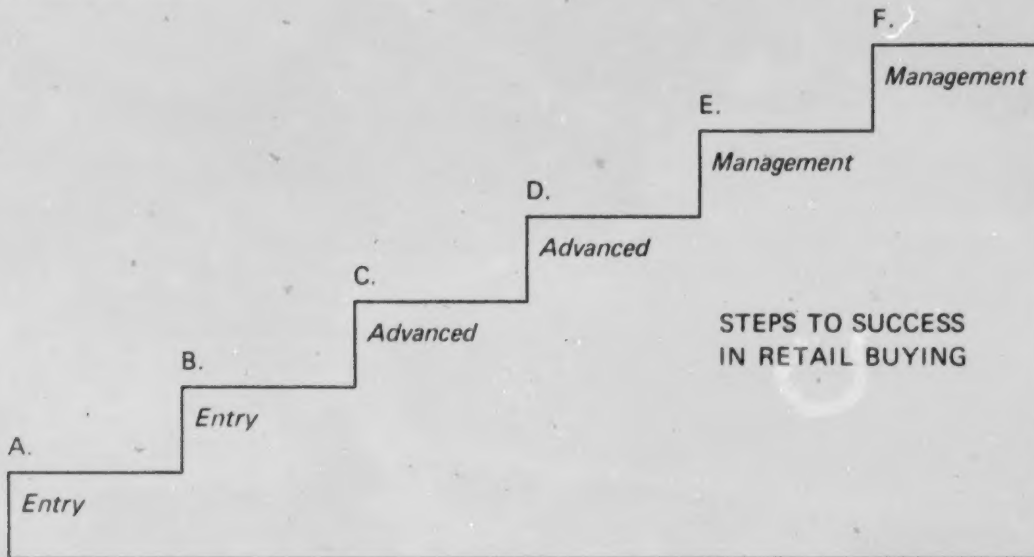
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Paul delivered all of the furniture which had been sold for the week.

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THE RETAIL BUYING SCENE

1. Place a retail buying career title on each step so that there are two careers for each of the three career levels.



2. Read each of the retail buying activities below and decide which buying career is involved. Write the career title in the spaces underneath the description of the activity.

a. Margo visited showrooms and selected merchandise for three different mail-order houses to sell.

_____ / _____

b. Chuck completed order forms to stock the produce department for the weekend business trade.

_____ / _____

c. Rachel examined the company's individual store orders and had the necessary amounts sent to each store.

_____ / _____

d. Phil reviewed his buying plan for cosmetics in relation to the other buyer's plans.

_____ / _____

e. Geraldine studied the results of the customer survey to give a report to the service station managers.

_____ / _____ / _____

f. Wilson talked to customers as they walked through the mall to see how often they shopped there.

_____ / _____

g. Troy reported to the merchandise manager that all of the clothing buyers were ready to go to market.

_____ / _____

h. Frita tried each of the manufacturers' blenders to see which one of them operated most effectively.

_____ / _____

i. Sean visited other sporting goods stores to see what golf clubs and tennis equipment they were selling.

_____ / _____

j. Lillian talked to all the company buyers about the changes that would take place in buying policies.

_____ / _____

3. Grace must organize the direct activities of all buying staff for the company's chain of department stores. The group will travel to New York next month to purchase merchandise for next winter in all clothing, shoes, and accessories departments. What five buying personnel (not related areas) would be involved? What major buying decisions must be made? What nine resources would be most helpful to the buying staff? Place your answers in the blanks provided below.

Careers

Resources

Decisions

THE RETAIL BUYING SURVEY

1. Name three retail buying careers for each of the career levels below and write them in the blanks provided.

<i>Job Entry</i>	<i>Advanced Career</i>	<i>Management</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Read each of the retail buying activities below and decide which career associated with buying is involved and write the career title on the line at the left of the activity.

- _____ a. George met with all his company's buyers to discuss the company's budget for the next year.
- _____ b. Belinda visited the other dress shops in town to see what kinds of dresses they carried.
- _____ c. Judy reviewed the orders of her specialty buyers before giving them to the merchandise manager.
- _____ d. Mark called customers on the telephone to see if they knew of the new store's location.
- _____ e. Grover tasted pieces of cheese from the large cartons that were delivered to his company.
- _____ f. Shirley met with the buyers from five stores to explain the new market styles and trends.
- _____ g. Ronald checked the dairy cases and wrote orders for merchandise that was needed in the supermarket.
- _____ h. Virginia reported the results of her talks with company salesmen to the buyer for the mail-order house.
- _____ i. Luke gave an overview of the business and market conditions to a meeting of the company's buyers and merchandise managers.
- _____ j. Samantha ordered the watches for her company's forty jewelry stores.

3. Ned knew he had to buy new merchandise sometime next month for his door-to-door salesmen to sell. As the boss of the buying staff, he had four people responsible for the four major merchandise divisions. Each of them had three to five people assigned to buy goods in that area of merchandise. Each of them had an employee who worked closely with them in ordering merchandise.

What four buying career personnel are involved here? What buying decisions must be made? What eight resources could be used in Ned's situation?

Careers

Decisions

Resources

THE SHIPPING AND RECEIVING SCENE

1. Read each of the job descriptions below and decide which of the listed career titles is explained. Write that career title in the appropriate numbered blank.

1								
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2								
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3																	
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4								
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5								
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6										
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7								
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8																	
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9										
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10								
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MARKER
 CHECKER
 ORDER PICKER
 STOCKMAN
 ROUTE DISPATCHER

PACKER
 RECEIVER
 SHIPPER
 DELIVERYMAN
 MATERIALS HANDLER

1. checks all incoming merchandise against the purchase order and packing slip.
2. inspects the incoming or outgoing merchandise for correct sizes, amounts, colors, quality, etc.
3. transports products between the dock, receiving, shipping, and storage areas by hand or with equipment.
4. stores and arranges incoming merchandise, prepares bin tickets, and keeps the stock orderly.

5. checks the customer's order against the packing slip to be certain the correct merchandise is being sent.
 6. selects the outgoing merchandise from the shelves, bins, etc., which is to be packed and shipped.
 7. prepares merchandise tickets for incoming goods and attaches the tickets to the products; sometimes makes shipping labels.
 8. assigns deliverymen the areas in which they will deliver merchandise to customers or commercial shippers.
 9. transports the retailer's merchandise from the business to the customer or a commercial carrier.
 10. assembles merchandise to be shipped, selects an appropriate container, wraps and arranges the goods in the box, seals the box.
2. Read each of the shipping-receiving situations below. Decide which careers and forms are involved. Place the names in the spaces provided on the following page.
- a. Phyllis recorded the dates, quantities, details, and condition of the incoming boxes of merchandise on the form.
 - b. Rex placed the spoiled chocolates in the return carton and completed a sheet with the needed information to send the chocolates back to the supplier.
 - c. Jack moistened the slips of paper and stuck them on each box of golf balls.
 - d. Larry marked ten radios off the sheet in the stock bin and delivered them to the appliance department.
 - e. Jennifer filled in the information on the customer's bill for the merchandise being mailed.

FORMS

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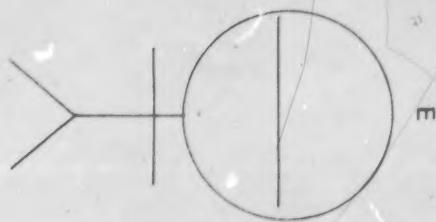
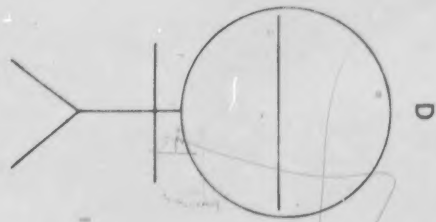
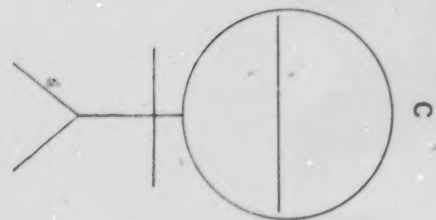
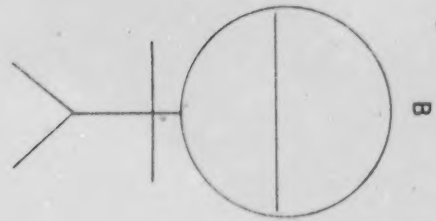
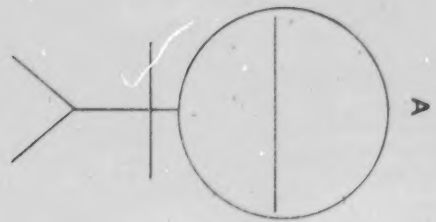
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CAREERS



THE SHIPPING AND RECEIVING SURVEY

1. Read each of the job descriptions below and decide which shipping and receiving career is identified. Select the correct title from the given list and place its corresponding letter in the blank to the left of the description.

- | | |
|----------------------------|----------------------------|
| a. Marker | f. Tracer |
| b. Shipper | g. Checker |
| c. Receiver | h. Stockman |
| d. Materials Handler | i. Order Dispatcher |
| e. Merchandise Distributor | j. Inventory Control Clerk |

- ___ 1. checks all incoming merchandise against the purchase order and packing slip.
- ___ 2. transports products between the dock, receiving, shipping, and storage areas by hand or with equipment.
- ___ 3. inspects the incoming or outgoing merchandise for correct sizes, amounts, colors, quality, etc.
- ___ 4. prepares merchandise tickets for incoming goods and attaches the tickets to the products; sometimes makes shipping labels.
- ___ 5. stores and arranges incoming merchandise, prepares bin tickets, and keeps the stock orderly.
- ___ 6. checks merchandise in stockroom to determine amounts on hand, slow and fast-moving items, shortages, etc.
- ___ 7. serves as a liaison between the buying and shipping/receiving departments of branch or chain retailers by allocating goods to the various stores.
- ___ 8. receives incoming orders by mail or telephone from customers desiring certain merchandise.
- ___ 9. checks the customer's order against the packing slip to be certain the correct merchandise is being sent.
- ___ 10. communicates with customer, deliverymen, and commercial carriers regarding lost or damaged merchandise.

2. Read each of the shipping-receiving situations below. Decide which careers and forms are involved. Place the names in the spaces provided.

- a. Mickey accepted the form from the truck driver delivering the ordered merchandise. Mickey counted the number of boxes, reviewed the shipping charges, and signed the form. What is Mickey's career title? What form did he sign?
- b. Jackie opened the box of goods which had been received, removed a piece of paper describing the contents, and compared the contents to the paper information for differences. What job does Jackie have? What piece of paper did he remove from the box?
- c. Ralph printed slips of cardboard with merchandise information including the price, size, style number, and date received. These would be attached to the goods. What is Ralph's occupation? What slips did he print?
- d. Chester selected the merchandise from the stockroom shelves that was requested by a department manager on the form. What is Chester's job title? What form did he receive?
- e. Glenn prepared a report including the date sent, quantities, characteristics, method of transfer, and the carrier for the goods being sent to their catalog customer.

Career Title

Form Involved

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

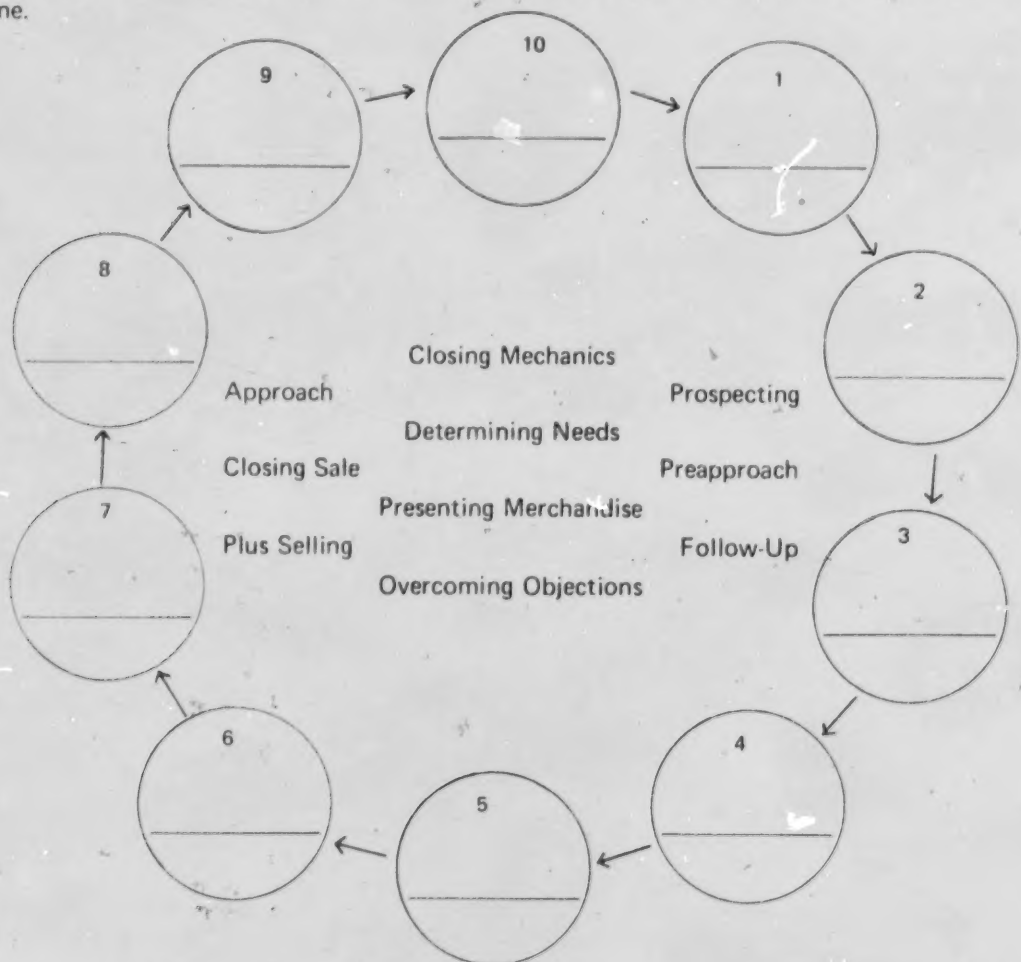
- _____
- _____
- _____
- _____
- _____

THE PERSONAL SELLING SCENE

1. Name three personal selling careers in retailing in the spaces given below.

<i>Job Entry</i>	<i>Advanced Career</i>	<i>Management</i>

2. Identify the ten steps in the order a salesman should follow when completing a sale and satisfying a customer, and place them in the numbered circles below beginning with number one.



3. Retail businesses have different sales forces because of the manner in which they serve the customer, their size, types of merchandise, etc. Identify the sixteen personnel selling careers that would be found in each of the businesses named below.

Convenience Store

Large Department Store

Independent Supermarket

THE PERSONAL SELLING SURVEY

1. Name three personal selling careers in retailing for each career level below:

Job Entry _____

Advanced _____

Management _____

2. Study each of the ten steps which a salesman performs in completing a sale and satisfying his customer. Decide the order in which they should take place and write the correct number in the blank provided. Number 1-10.

Presenting Merchandise _____ explaining and showing the product as it would be used.

Overcoming Objections _____ emphasizing the benefits of the product and services of the seller.

Closing Sale _____ bringing the customer to a positive buying decision.

Plus Selling _____ attempting to sell the customer higher quality or additional goods.

Approach _____ greeting the customer and opening the sale.

Determining Needs _____ finding out how, for what, and by whom the product is to be used.

Closing Mechanics _____ completing the sales transaction by writing a sales slip, ringing up a sale, etc.

Follow-Up _____ contacting the customer at a later date to determine his satisfaction and offer additional service.

Prospecting _____ process of seeking and finding possible customers.

Preapproach _____ procedure of obtaining information about your prospect and product.

3. What personal selling careers would you place in these three businesses? A total of sixteen careers should be named.

Local Service Station

Chain Department Store

Independent Supermarket

SALES PROMOTION SCENE

1. Write the titles of three careers for each of the sales promotion areas of the wheel below on the lines provided in each quarter of the middle circle:



2. Read each of the sales promotion activities below and decide which sales promotion career is involved. Write the appropriate career title and career level in the spaces given.
 - a. Tom met with all his department personnel to discuss their roles in the newspaper ads, radio spots, and television commercials.
 - b. Charlene obtained the information about the lawnmower and wrote the copy for the ad.
 - c. Bill arranged all of the ad's parts into an eye-catching ad for the refrigerator.
 - d. Lucille planned and sketched the display of sporting goods which would be created.
 - e. Marvin prepared the showcards that would be needed for the accessories showcase.
 - f. Imogene added the backdrops, ceiling drapes, and signs to the window display.
 - g. Sandra planned two fashion shows to promote the new spring shipment of sportswear.

- h. Walter made arrangements for contest entry blanks to be sent with each new catalog.
- i. Peggy walked through the tearoom wearing the evening gown and telling customers about it.
- j. Martin arranged for the necessary newspaper space and radio time to cover the company's sponsored event.

<i>Career Title</i>	<i>Career Level</i>	<i>Career Title</i>	<i>Career Level</i>
a. _____	_____	f. _____	_____
b. _____	_____	g. _____	_____
c. _____	_____	h. _____	_____
d. _____	_____	i. _____	_____
e. _____	_____	j. _____	_____

3. Steve's Sound Center is a small shop which specializes in records, tapes, and musical equipment. Steve has a large shipment of popular tapes and records due in two weeks. He figures he has about \$500 to spend in promoting the tapes and records which include rock, country and western, as well as other popular sounds. What four sales promotion methods would you suggest to Steve? What sales promotion careers would be involved, including those which Steve would perform or those handled by businesses helping Steve? Identify two careers that relate to each method you suggest.

Methods
1. _____
2. _____
3. _____
4. _____

Careers

SALES PROMOTION SURVEY

1. Write the names of three sales promotion careers in the blanks provided for each of the sales promotion areas below:

Advertising Media 	Merchandise Displays
Special Techniques 	Publicity/Goodwill

2. Ten sales promotion activities are explained below. Underneath each of them are boxes in which you are to write the sales promotion career title that is involved in each activity. One letter should be placed in each box. However, not all of the boxes under each description will be used. In fact, only three of the career titles will use all fifteen boxes. To the left of each set of boxes is a blank for you to indicate the career level of the job title involved. Use "M" for management, "A" for advanced, and "E" for job entry.

1. Plans and coordinates promotional campaigns using special techniques

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2. Creates and plans merchandise displays on the drawing board

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3. Arranges merchandise and props into an attractive display

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4. Adds backdrops, floor coverings, and accessories to the displays

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5. Plans and conducts programs to create goodwill for businesses

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6. Provides information concerning a particular person or group's activities through news releases, interviews, and scheduling public appearances

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7. Gives information to audiences about people and events on radio and TV

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8. Prepares original copy for printed ad or radio script

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

9. Creates a picture or sketch for a product or service in an advertisement

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

10. Assembles all the parts of an ad into an attractive, appealing design

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

3. The Mod Shop is a small specialty store that carries sportswear for men and women. Tom and Tish, the owners of the store, do all of the buying, credit responsibilities, and sales promotion activities in managing their store. Tom and Tish have a new line of merchandise coming in next month—his and her jeans and shirts to match. They have very little money to spend in promoting the goods, but feel they should attract some attention to this new line of goods. Considering their situation, what four sales promotion methods would you recommend for them? Support your decisions. Name two sales promotion careers that would be involved, even though Tom or Tish may assume them or utilize the personnel of another business servicing them.

1. Method—_____ Career—_____ Career—_____

2. Method— Career— Career—

3. Method— Career— Career—

4. Method— Career— Career—

CUSTOMER SERVICE SCENE

1. Robert Reagan, Manager of THE STORE, is planning for its opening. He must select four customer services for each of the five main categories. Can you suggest four for each area?

Consumer Credit	Customer Accommodations	Shopping Conveniences

Merchandising Handling Services	Information/Advisory Services

2. Read each of the customer service activities below and decide which customer service career is involved. Some letters have been given as clues. Can you fill in the rest of the spaces to identify the career title for each activity?

Provides a variety of services including cashing checks, selling tickets, issuing gift certificates.

C _ _ _ T _ _ _ _ _ / _ _ _ R _ _ _ C _ _ / _ _ L _ _ _ K

Coordinates and supervises all customer service activities and personnel.

_ _ _ S _ _ _ _ _ E _ _ / S _ _ _ V _ _ _ _ _ / _ _ A _ _ _ G _ _ _

Sorts, wraps, and packs merchandise items and carries the parcels to the customer's car.

B _ _ _ _ O _ _

Assists the prospective bride in choosing her wedding and honeymoon wardrobe.

_ _ R _ _ _ _ L / _ _ _ N _ _ _ L _ _ _ N _ _

Aids the customer in locating and selecting the desired goods, processes the order, and notifies the customer when they arrive.

_ _ _ T _ _ _ _ _ G / _ _ _ L _ _ _ P _ _ _ S _ _ _

Packs and wraps the purchased goods for mailing or gifts.

_____ F _____ W _____ P _____

Provides educational information, services, and aids to community agencies and organizations.

C _____ U _____ / R _____ A _____ O _____ /
_____ P _____ S _____ T _____ V _____

Issues layaway claim checks, wraps goods for storage, accepts payments on account, keeps account records.

_____ Y _____ Y / _____ L _____ K

Specializes in giving customers information about store locations, services, and policies.

_____ O _____ T _____ / A _____ T

Provides assistance in the design and furnishings of the inside of personal residences and business offices.

I _____ R _____ / D _____ O _____ R

Cares for young children while their parents or guardians are shopping in the store.

_____ R _____ Y / _____ T _____ D _____ T

Assists the customer by selecting suitable merchandise for the person or purpose intended.

_____ E _____ N _____ / S _____ P _____

3. Identify four customer services which are likely to be offered by each of the following businesses:

Discount General Merchandise Store

Clothing Specialty Store

Convenience Store

Mail-Order House

CUSTOMER SERVICE SURVEY

1. List four customer services for each of the five main categories shown below:

Consumer Credit Services

Merchandise Handling Services

Customer Accommodations Services

Information/Advisory Services

Customer Shopping Conveniences

2. Read each of the customer service activities below and decide which customer service career is involved. Write that career title in the blank to the left of the activity.

- _____ a. Assists the prospective bride in choosing her wedding and honeymoon wardrobe.
- _____ b. Aids the customer in locating and selecting the desired goods, processes the order, and notifies the customer when they arrive.
- _____ c. Provides educational information, services, and aids to community agencies and organizations.
- _____ d. Handles adjustments, refunds, and exchanges for merchandise returned by customers.
- _____ e. Packs and wraps purchased goods for mailing or gifts.
- _____ f. Specializes in giving customers information about store locations, services, and policies.
- _____ g. Provides assistance in the design and furnishings of the inside of personal residences and business offices.
- _____ h. Issues layaway claim checks, wraps goods for storage, accepts payments on account, keeps account records.

- _____ i. Transports the purchased merchandise to the location specified by the customer.
- _____ j. Assists the customer by selecting suitable merchandise for the person or purpose intended.
- _____ k. Assembles and wraps goods in desirable amounts and assortments to speedup the shopping process.
- _____ l. Checks appliances before delivery, orders parts, gives technical assistance, and handles customer service complaints.

3. Name four customer services which are likely to be offered by each of these businesses:

Supermarket

Service Station

Department Store

Florist

THE CREDIT AND CONTROL SCENE

1. Read each of the job descriptions in the right column and decide which career title in the left column is explained. Draw a line from the career title in the left column to its job description in the right column.

<i>Career Title</i>	<i>Job Description</i>
Charge Authorizer	a. directs all financial activities, reports, and personnel of the business
Comptroller	b. approves or disapproves credit applicants and additional purchases
Credit Interviewer	c. greets customers, accepts payments on accounts, handles various credit activities
Credit Investigator	d. contacts delinquent accounts to obtain money owed to the retailer
Credit Manager	e. questions applicant to obtain credit information and verifies some data
Inventory Control Clerk	f. checks past history and current status of applicant's character, capacity, and capital
Credit Clerk	g. supervises all credit and collections employees and activities for the firm
Credit Collector	h. keeps records of merchandise by size, style, color, price, etc.
Merchandise Control Manager	i. determines merchandise to be marked down and reordered according to records
Payroll/Cash Control Clerk	j. prepares money trays for cashiers and salespersons, records employee working hours, and figures the payroll

2. Read each credit and control activity and decide which career is involved. Write that career title in the boxes provided (one for each letter).

a. Marsha called the credit bureau to check on an applicant's credit status.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

b. Sam interviewed an applicant for a position in his credit department.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

c. Donna crossed out items in her book that had been sold.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

d. Clarence decided which items needed to be reordered.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

e. Terry placed the money in the cash drawer trays to start the day.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

f. Barbara explained the company's financial position to the board.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

g. Terry approved additional purchases on a charge account.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

h. Greg handed the customer a credit application.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

i. Neal asked the customer for payment on his account.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

j. Ollie questioned the applicant about his present employer.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

3. George Walker works as a waiter for the Stork Restaurant. He has worked for the restaurant for six months and earns \$500 per month plus tips. He rents an apartment with two other guys and each contributes \$80 per month for the rent and utilities. George dropped out of high school during his senior year to get married. He got a divorce a year later, but he and his wife had no children. During the past two years, George has worked at three different restaurants. He was fired from two of them for laziness and repeated tardiness. He quit his work with the other companies claiming "he was not allowed to do his thing."

George went to a party at a friend's apartment last Saturday night. The police raided the apartment and found that the crowd had been smoking grass. He was arrested, but was later released on bond.

George has a checking account at First Florida Bank where he has a balance of \$46.25. He has a savings account of \$50.

George loves flashy cars and good-looking clothes. He bought a Charger two months ago, and has a monthly car payment of \$75.00. At least once a week he buys a new shirt or pair of slacks. He has a charge account at three different stores where his monthly payments total \$40.00. He lost his account at one store last year for failure to pay on time.

Evaluate George's credit application from the information given above on the basis of the three C's. Is George a good credit risk for The Store? Why or why not? Be specific in your evaluation. What credit careers would be involved in getting and processing George's application? Write yes or no in the blanks below:

_____ Charge Approved

_____ Reliable Character

_____ Acceptable Capacity

_____ Sufficient Capital

Name four credit careers involved in the spaces provided:

JUSTIFICATION:

THE CREDIT AND CONTROL SURVEY

1. Read each of the job descriptions about credit and control personnel below. Decide which career title from the given list is explained and write that title in the blank to the left of its job description.

Budget Manager
Charge Authorizer
Comptroller
Credit Clerk
Credit Collector

Credit Interviewer
Credit Investigator
Credit Manager
* Inventory Control Clerk
Merchandise Control Manager

- | | |
|--|---|
| | a. questions applicant to obtain credit information and verifies some data |
| | b. checks past history and current status of applicant's character, capacity, and capital |
| | c. supervises all credit and collections employees and activities for the firm |
| | d. keeps records of merchandise by size, style, color, price, etc. |
| | e. determines merchandise to be marked down and reordered according to records |
| | f. prepares budgets and reports for business' operation and activities |
| | g. directs all financial activities, reports, and personnel of the business |
| | h. approves or disapproves credit applicants and additional purchases |
| | i. greets customers, accepts payments on accounts, handles various credit activities |
| | j. contacts delinquent accounts to obtain money owed to the retailer |

2. Study each of the credit and control activities described below. Decide which career is involved and write its title in the spaces provided.

- | | |
|-------|--|
| _____ | a. Mark greeted the customer and gave her a credit application |
| _____ | b. Ted knocked on the customer's door to see him about payment on his account |
| _____ | c. Madge questioned the applicant of his credit information |
| _____ | d. Steve called two stores to determine the applicant's credit status. |
| _____ | e. René called a meeting of all credit employees to explain new policies |
| _____ | f. Jim recorded the sizes, styles, and colors of the new clothes |
| _____ | g. Priscilla recorded the Merchandise numbers of the items to be marked down |
| _____ | h. Van prepared the annual budget for the next board meeting |
| _____ | i. Wanda met with all department heads to explain the company's financial position |
| _____ | j. Roger approved the new credit application for a \$300 credit limit |

3. Sally Overstreet works as a telephone operator with Southern Bell Telephone Company. She has worked with the company for six months and earns \$500 per month. She rents an apartment with a girl friend and each contributes \$50 per month for the rent. Sally dropped out of high school during her senior year to get married. She got a divorce a year later, but she and her husband had no children. During the past two years, Sally has worked at four different companies. She was fired from two companies for laziness and repeated tardiness. She quit her work with the other companies claiming "she was not allowed to do her thing."

Sally and her girl friend throw a party at their apartment every Saturday night. Last week the police raided the apartment and found that the crowd had been smoking pot. She was arrested, but was later released on bond.

Sally has a checking account at First National Bank where she has a balance of \$46.75. She has never had a savings account.

Sally loves flashy cars and good-looking clothes. She bought an MG two months ago, and has a monthly car payment of \$75.00. At least once a week she buys a new dress or a new slack suit. She has a charge account at three different stores where her monthly payments total \$40.00. She lost her account at one store last year for failure to pay.

Evaluate Sally's credit application from the information given above on the basis of the three C's. Is Sally a good credit risk for The Store? Why or why not? Be specific in your evaluation. Identify the credit careers which would be involved in giving Sally an application and processing it. Write yes or no in the blanks below to indicate your decisions:

_____ Approved Charge Account

_____ Reliable Character

_____ Acceptable Capacity

_____ Sufficient Capital

Identify the credit careers involved in the spaces provided below:

JUSTIFICATION _____

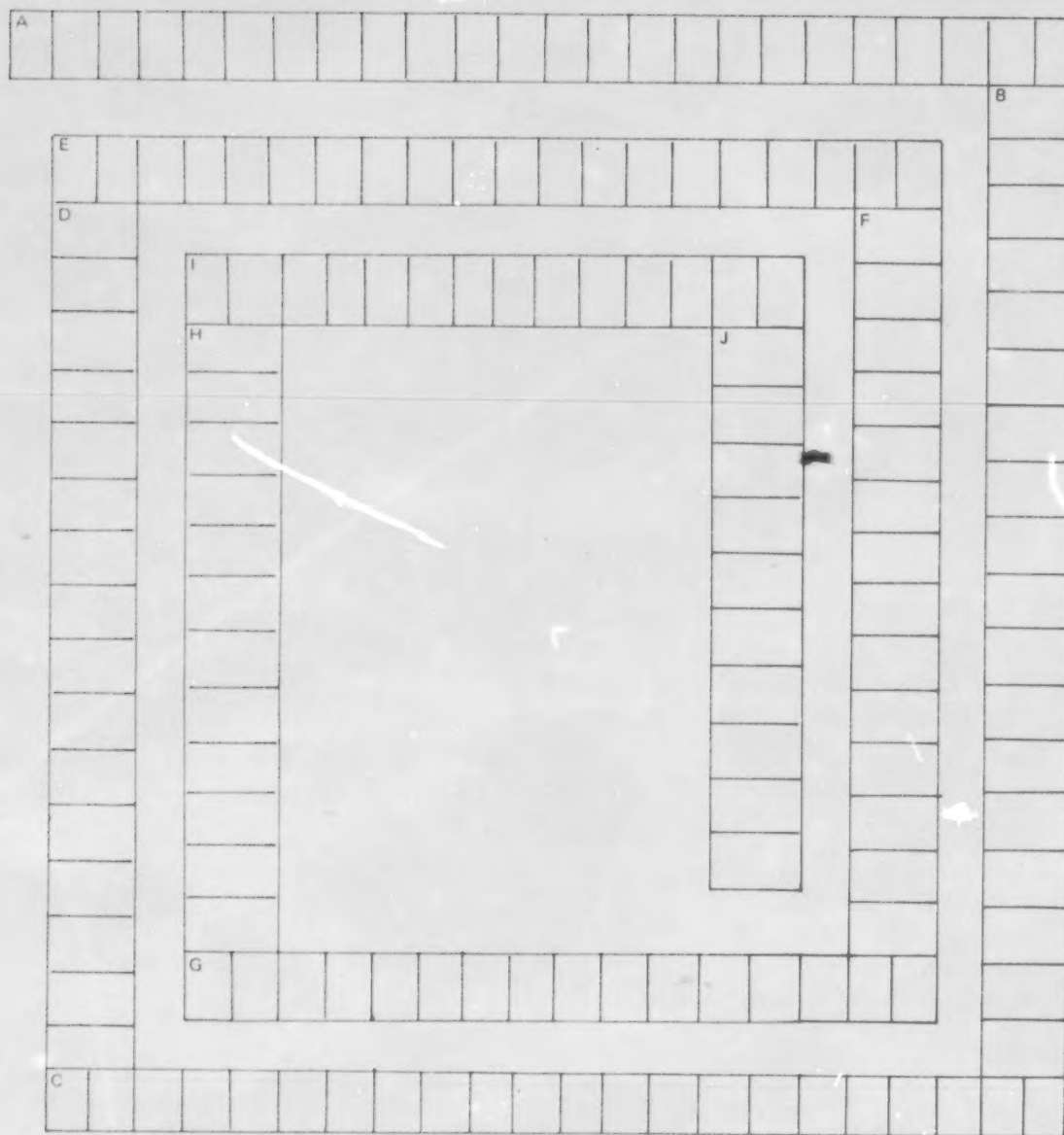
THE RETAIL MANAGEMENT SCENE

1. Decide which 12 retailing careers below are at the management/specialist level and place an "X" in the blanks to the left of the career title.

☐ Marketing Research Analyst	☐ Consumer Relation Representative
☐ Advertising Illustrator	☐ Display Technician
☐ Charge Authorizer	☐ Route Supervisor
☐ Merchandise Distributor	☐ Personal Shopper
☐ Department Manager	☐ Resident Buyer
☐ Order Picker	☐ Sales Promoter
☐ Merchandise Manager	☐ Credit Interviewer
☐ Company President	☐ Operations Director
☐ Product Demonstrator	☐ Auctioneer
☐ Sales Promotion Director	☐ Customer Service Manager

2. Read each of the retail management career descriptions below and decide what career title is explained. Place that title in the correct spaces on the puzzle form. Determine which management level is described and place the appropriate letter "M," "S," or "E" in the blank to the left of the description. "M" represents mid-management/supervisor, "S" represents specialist, and "E" represents executive.

- ☐ a. Provides information about business trends and market conditions.
- ☐ b. Coordinates all buying and selling activities in a store.
- ☐ c. Directs all promotional campaigns for a retailer.
- ☐ d. Top manager in a large retail corporation.
- ☐ e. Develops goodwill by providing educational aids and services.
- ☐ f. Supervises the planning and implementation of all display activities.
- ☐ g. Promotes new fashions and plans fashion shows.
- ☐ h. Trains and supervises retail salesmen, usually outside.
- ☐ i. Approves charge account applications and additional purchases.
- ☐ j. Coordinates all buying activities and personnel.



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3. Read each retail management situation. Decide which management function should be used to handle the case. Write the function in the boxes paralleled.

a. Meg tried to decide what new lines to carry in the fall.

--	--	--	--	--	--	--	--

b. Tom wanted to know how to train his new salesmen.

--	--	--	--	--	--	--	--	--	--

c. Deidra explained the sales promotion campaign to the advertising and display workers.

--	--	--	--	--	--	--	--	--

d. Mitch observed the new credit manager to see if he was enforcing Company policies.

--	--	--	--	--	--	--	--	--	--	--

THE RETAIL MANAGEMENT SURVEY

1. Study the list of retailing careers below and circle those twelve which are at the management/specialist level.

Floor Superintendent	Display Trimmer
Merchandise Distributor	Resident Buyer
Display Manager	Bridal Consultant
Credit Investigator	General Manager
Fashion Coordinator	Head Cashier
Auctioneer	Advertising Manager
Publicity Director	Customer Service Advisor
Order Dispatcher	Route Supervisor
Comptroller	Charge Authorizer
Advertising Copywriter	Consumer Relations Representative
Marketing Research Analyst	Merchandise Control Manager

2. Read each of the retail management job descriptions below. Decide which career title is explained and write it in the blanks provided. Show its management level on the blank line provided.

- a. I direct all activities within a retail store.

_____ / _____

- b. I develop special sales promotion techniques for a retailer.

_____ / _____

- c. I coordinate everything in one area of the store for one kind of merchandise.

_____ / _____

- d. I control all finance activities for the business.

- e. I provide information about market conditions and business trends.

_____ / _____ / _____

f. I supervise all sales supporting activities for the state.

_____ / _____ / _____

g. I am the "number one" manager in a large retail corporation.

_____ / _____

h. I promote new fashions and plan fashion shows for a retailer.

_____ / _____

i. I supervise all charge accounts and activities in a retail business.

_____ / _____

j. I direct all buying and selling activities within a store.

_____ / _____

3. Study each of the retail management decisions and decide which management function is involved in each case. Write that function in the blank to the left of each situation.

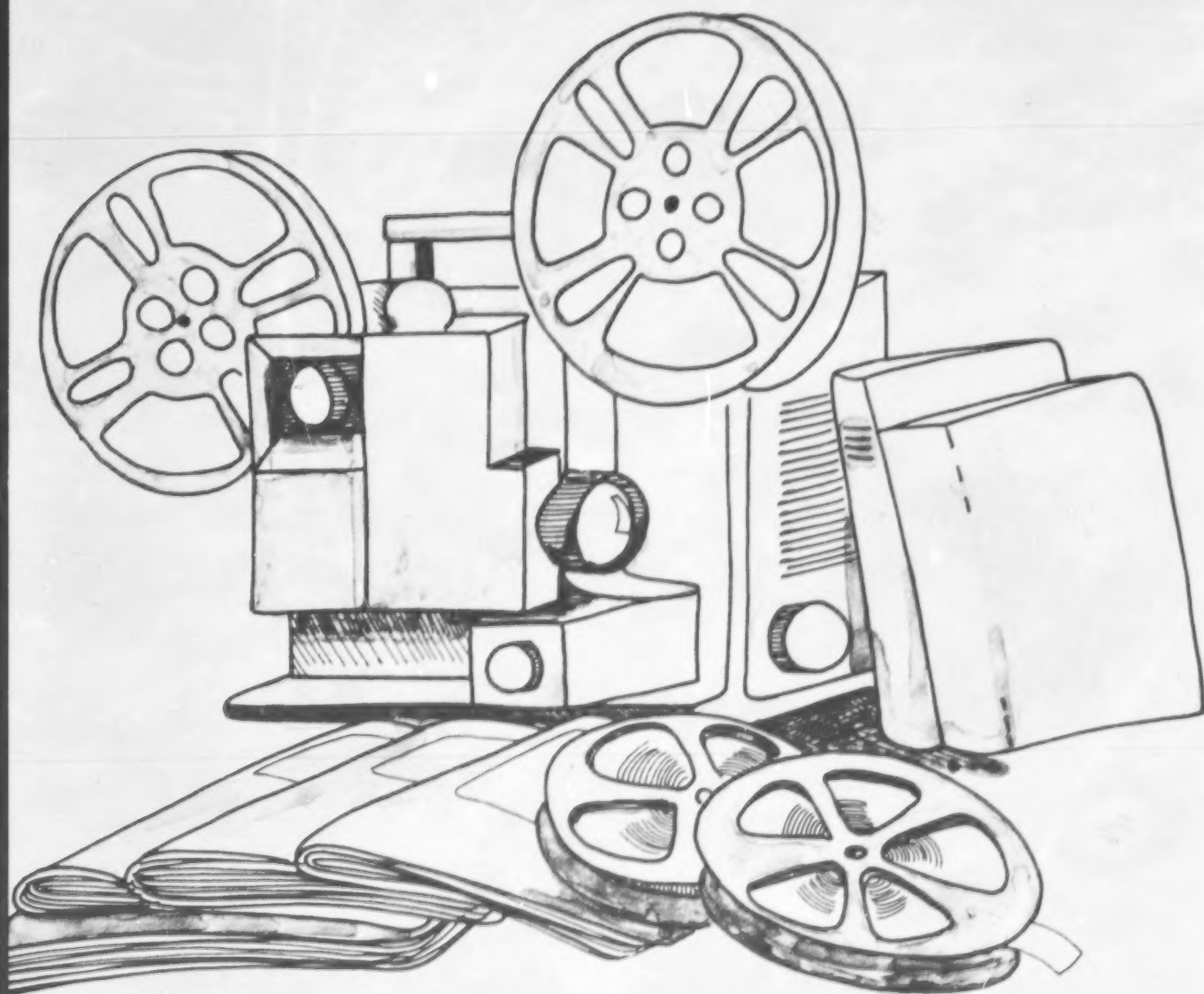
_____ a. Mark tried to determine what was the best image to develop for his new auto parts store.

_____ b. Gail studied the situation to decide how to best achieve the sales goal she had set for the mail-order house.

_____ c. Paul conducted a meeting with his salesmen to inform them on Company goals and sales strategy for the new line of appliances.

_____ d. Tricia fired the new salesgirl because she constantly ignored customers when they entered the gift shop.

SPECIAL RESOURCES



AUDIO-VISUAL RESOURCES

- "A Better Way," 16 mm black and white film, MODERN TALKING PICTURES FILM SERVICE, New Hyde Park, New York 11040.
- "A Career in Fashion Distribution" color sound filmstrip, J. C. PENNEY COMPANY, Educational and Consumer Relations, 1301 Avenue of the Americas, New York, New York 10019.
- "A Career in Retail Buying," color sound filmstrip, J. C. PENNEY COMPANY, Educational and Consumer Relations, 1301 Avenue of the Americas, New York, New York 10019.
- "A Retailer Visits the Market," 35 mm color slides, FAIRCHILD VISUALS, Dept. O.K., 7 East Twelfth Street, New York, New York 10003.
- "Ad Ventures," 16 mm color film, ASSOCIATED BUSINESS PUBLICATIONS, 205 East 42nd Street, New York 10003.
- "Art Careers In Advertising," filmstrip, EDUCATIONAL DIMENSIONS CORPORATION, P.O. Box 488, Great Neck, New York 11022.
- "Canned Meat Story," 16 mm color film, MODERN TALKING PICTURES FILM SERVICE, New Hyde Park, New York 11040.
- "Career Calling," 16 mm color film, JIM HANDY CORPORATION, 2821 East Grand Boulevard, Detroit, Michigan.
- "Career Development," cassette tape series, IMPERIAL FILMS, INC., 332 South Michigan Avenue, Chicago, Illinois 60604.
- "Career Exploration," color sound filmstrip series, SCIENCE RESEARCH ASSOCIATES, 259 East Erie Street, Chicago, Illinois 60611.
- "Career Game," color sound filmstrip, career cards kit, IMPERIAL FILMS, INC., 332 South Michigan Avenue, Chicago, Illinois 60604.
- "Careers In Business Administration," color sound filmstrip, PATHESCOPE EDUCATIONAL FILMS, INC., 71 Weyman Avenue, New Rochelle, NY 10802.
- "Careers in Fashion," 35 mm slide series, FAIRCHILD VISUALS, Dept. O.K., 7 East Twelfth Street, New York, New York 10003.
- "Careers in Fashion and Textiles," color sound filmstrip, PATHESCOPE EDUCATION FILMS, INC., 71 Weyman Avenue, New Rochelle, NY 10802.
- "Careers in Fashion Design," filmstrip, EDUCATIONAL DIMENSIONS CORPORATION, P.O. Box 488, Great Neck, New York 11022.
- "Careers in Food Merchandising," 35 mm slide series, FAIRCHILD VISUALS, Dept. O.K., 7 East Twelfth Street, New York, NY 10003.
- "Careers in Home Furnishings," 35 mm slide series, FAIRCHILD VISUALS, Dept. O.K., 7 East Twelfth Street, New York, NY 10003.
- "Careers in Illustration," filmstrip, EDUCATIONAL DIMENSIONS CORPORATION, P.O. Box 488, Great Neck, New York 11022.
- "Careers in Retailing Series," 35 mm color slides, FAIRCHILD VISUALS, Dept. O.K., 7 East Twelfth Street, New York, NY 10003.
- "Careers in Sales," 16 mm color film, UNIVERSITY OF SOUTH CAROLINA, Division Educational Services, Columbia, South Carolina 29208.

- "Careers in Service Stations," 35 mm slide series, FAIRCHILD VISUALS, Dept. O.K., 7 East Twelfth Street, New York, NY 10003.
- "Careers in the Department Store," 35 mm slide series, FAIRCHILD VISUALS, Dept. O.K., 7 East Twelfth Street, New York, New York 10003.
- "Careers in the Fashion Industry," color sound filmstrip, BUTTERICK FASHION MARKETING CO., P.O. Box 1914, Altoona, Pa. 16603.
- "Careers—Sales," 16 mm color film, FLORIDA STATE UNIVERSITY, Tallahassee, Florida.
- "Careers Unlimited," cassette tape series, CLASSROOM PRODUCTIONS, 851 College Parkway at McGregor Blvd., Ft. Myers, Florida 33901.
- "Credit," 16 mm color film, MODERN TALKING PICTURES FILM SERVICE, New Hyde Park, New York 11040.
- "Discovery," color sound filmstrip series, SCHOLASTIC BOOK SERVICES, Richmond Hill, Ontario, Canada.
- "Fashion in the Making: From Concept Through Production to Consumer," 35 mm color slides, FAIRCHILD VISUALS, Dept. O.K., 7 East Twelfth Street, New York, NY 10003.
- "Fashion: The Career of Challenge," 16 mm color film, BASSIST INSTITUTE.
- "For Some Must Watch," 16 mm color film, BUSINESS EDUCATION FILMS, 5113 16th Avenue, Brooklyn, New York 11204.
- "Fruits of a Lifetime," 16 mm color film, UNION PACIFIC RAILROAD, 1416 Dodge Street, Omaha, Nebraska.
- "Fundamentals of Men's Wear Retailing," 35 mm color slides, FAIRCHILD VISUALS, Dept. O.K., 7 East Twelfth Street, New York, NY 10003.
- "Is a Career in Business Administration For You?" 16 mm color film, A.I.M.S. INSTRUCTIONAL MEDIA SERVICES, INC., P.O. Box 1010, Hollywood, California 90028.
- "Is a Career In Management For You?" 16 mm color film, A.I.M.S. INSTRUCTIONAL MEDIA SERVICES, INC., P.O. Box 1010, Hollywood, California 90028.
- "Is a Career in the Apparel Industry For You?" 16 mm color film, A.I.M.S. INSTRUCTIONAL MEDIA SERVICES, INC., P.O. Box 1010, Hollywood, California 90028.
- "Is a Sales Career For You?" 16 mm color film, A.I.M.S. INSTRUCTIONAL MEDIA SERVICES, INC., P.O. Box 1010, Hollywood, California 90028.
- "Job Opportunities Now, Set I," filmstrip series, SINGER, S.V.E. INC., 1345 Diversey Parkway, Chicago, Illinois 60614.
- "Occupations In Supermarkets," slide series, FAIRCHILD VISUALS, Dept. O.K., 7 East Twelfth Street, New York, NY 10003.
- "Opportunities in Sales and Merchandising," 16 mm color film, UNIVERSITY OF COLORADO, Fort Collins, Colorado 80521.
- "Retailing Serves the Consumer," color sound filmstrip, J. C. PENNEY COMPANY, Educational and Consumer Relations, 1301 Avenue of the Americas, New York, NY 10019.
- "Selling as a Career," color sound filmstrip, UNIVERSAL EDUCATION AND VISUAL ARTS, 221 Park Avenue, South, New York, NY 10003.
- "Supermarkets," 16 mm color film, SPERRY AND HUTCHINSON CORPORATION, 330 Madison Avenue, New York, NY 10019.

- "The Strongest Link," 16 mm color film, MODERN TALKING PICTURE SERVICE, New Hyde Park, NY 11040.
- "The Voice of Your Business," 16 mm color film, BELL SYSTEM, Local Telephone Company, Your City, Your State.
- "The World of Marketing & Distribution," 35 mm slide series, CAREER WORLD, INC., 1560 Besta Drive, Harrisburg, Pennsylvania 17117.
- "The World Is Yours," 16 mm color film, MODERN TALKING PICTURES FILM SERVICE, New Hyde Park, New York 11040.
- "What Do You Want?" 16 mm color film, ASSOCIATION-STERLING FILMS, 866 Third Avenue, New York, New York 10022.
- "Where Do I Go From Here?" 16 mm color film, NATIONAL RESTAURANT ASSOCIATION, 1530 North Lake Shore Drive, Chicago, Illinois 60610.
- "Why Work At All?" filmstrip, GUIDANCE ASSOCIATES, Pleasantville, New York 10570.
- "Writing Careers in Advertising," filmstrip, EDUCATIONAL DIMENSIONS CORPORATION, P.O. Box 488, Great Neck, New York 11022.
- "Your Future in Retailing," 35 mm slide set, OHIO DISTRIBUTIVE EDUCATION MATERIALS LAB, The Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210.

CLASSROOM PRODUCTIONS*

Careers Unlimited Cassette Tapes

<i>Unit Number</i>	<i>Tape Number</i>	<i>Career Title</i>
1 (601)	601 - 5	Advertising
3 (603)	603 - 2	Transportation
4 (604)	604 - 5	Selling
5 (605)	605 - 2	Clothing and Fashion

*CLASSROOM PRODUCTIONS

851 College Parkway at McGregor Boulevard
Ft. Myers, Florida 33901

FAIRCHILD PUBLICATIONS*

35 mm Career Slides Series

"Careers in the Department Store"

"Careers in Food Merchandising"

"Careers in Home Furnishings"

"Careers in Service Stations"

"Careers in Fashion"

"Occupations in Supermarkets"

*FAIRCHILD VISUALS

Department O.K.
7 East Twelfth Street
New York, New York 10003

IMPERIAL FILMS COMPANY*

Career Development Cassette Tapes

Driver/Routeman

Reporter

Fashion Model

Salesman

*IMPERIAL FILMS COMPANY, INC.
332 South Michigan Avenue
Chicago, Illinois 60604

JASPER EWING AND SONS*

AMERICAN OCCUPATIONS

Cassette/Reel Tape Series

<i>Occupational Title</i>	<i>Number</i>	<i>Occupational Title</i>	<i>Number</i>
ADVERTISING WORKERS	4502	SHIPPING/RECEIVING CLERK	4548
MARKETING RESEARCH WORKERS	4503	AUTO PARTS COUNTER MAN	4550
PUBLIC RELATIONS WORKERS	4504	AUTO SALESMAN	4551
INTERIOR DECORATOR	4529	AUTO SERVICE ADVISOR	4551
ECONOMISTS	4530	RETAIL TRADE SALESWORKER	4553
TECHNICAL WRITERS	4536	TRUCKDRIVER	4569
MODELS	4540	ROUTEMEN	4570
MANAGERIAL OCCUPATIONS	4544	APPLIANCE SERVICEMEN	4574
CASHIERS	4547	PETROLEUM OCCUPATIONS	4586

IMPERIAL INTERVIEW TAPES

Cassette Tape Series

<i>Occupational Title</i>	<i>Number</i>	<i>Occupational Title</i>	<i>Number</i>
ADVERTISING	VG701	TECHNICAL WRITER	VG733
PUBLIC RELATIONS WORKER	VG726	LOCAL TRUCK DRIVER	VG737
COMMERCIAL ARTIST	VG728	GROCERY STORE CLERK	VG739
RETAIL SALESWOMAN	VG729	LAUNDRY ROUTEMAN	VG748

*JASPER EWING AND SONS
610 North State Street
Jackson, Mississippi 39205

RESOURCE PUBLICATIONS

- Advertising: A Career Of Action And Variety*, pamphlet, AMERICAN ASSOCIATION OF ADVERTISING AGENCIES, 200 Park Avenue, New York, New York 10017.
- Advertising and Display*, Samson, SOUTH-WESTERN PUBLISHING COMPANY, 5101 Madison Road, Cincinnati, Ohio 45227.
- A Business Of Your Own*, booklet, SOHIO OIL COMPANY, INC., Cleveland, Ohio.
- The Buyer's Manual*, NATIONAL RETAIL MERCHANTS ASSOCIATION, Personnel Division, 100 West 31st Street, New York, New York 10001.
- Career Information: Marketing and Distributive Occupations*, AMERICAN VOCATIONAL ASSOCIATION, 115 16th Street, N.W., Washington, D.C.
- Career Opportunities: Marketing, Business & Office Specialists*, by Wiggs; J.G. FERGUSON PUBLISHING COMPANY, 6 North Michigan Avenue, Chicago, Illinois 60602.
- Career World Magazine*, 501 Lake Forest Avenue, High Wood, Illinois 60040.
- Career Briefs*, CAREERS PUBLICATIONS, INC.*
- Careers in Department Store Merchandising*, HENRY Z. WALCK, INC., New York, New York.
- Careers In The Floral Industry*, pamphlet, SOCIETY OF AMERICAN FLORISTS, 901 North Washington Street, Alexandria, Virginia 22314.
- Careers & Opportunities In Retailing* paperback, NATIONAL RETAIL MERCHANTS ASSOCIATION, Personnel Division, 100 West 31st Street, New York, New York 10001.
- Careers In The Retail Automobile Business* booklet, GENERAL MOTORS CORPORATION, Detroit, Michigan.
- Careers In Retailing*, pamphlet, OHIO STATE COUNCIL OF RETAIL MERCHANTS, 71 East State Street, Columbus, Ohio 43215.
- Consider A Career In Public Relations*, CHRONICLE GUIDANCE PUBLICATIONS, INC.*
- Concise Handbook of Occupations*, by Costello and Wolfson, J. G. Ferguson Co., 6 N. Michigan Avenue, Chicago, Illinois 60602.
- Dictionary Of Occupational Titles*, Vol. I, II, III; CHRONICLE GUIDANCE PUBLICATIONS, INC.*
- Discovery: Career Log*, SCHOLASTIC BOOK SERVICE, Richmond Hill, Ontario.
- Distribution and Distributive Careers*, by Gold and Grandfield, FAIRCHILD PUBLICATIONS, 7 E. 12th Street, New York, New York 10003.
- The Dynamics of Retailing*, by Ed Gold, FAIRCHILD PUBLICATIONS, 7 E. 12th Street, New York, New York 10003.
- The Encyclopedia Of Careers & Vocational Guidance*, by Hopke; J.G. FERGUSON PUBLISHING COMPANY, 6 North Michigan Avenue, Chicago, Illinois 60602.
- Finding Your Job* booklets, FINNEY COMPANY*
- Food Retailing May Be The Career For You* booklet, NATIONAL ASSOCIATION OF RETAIL GROCERS, 360 North Michigan Avenue, Chicago, Illinois 60601.

- Fundamentals of Selling*, 9th Edition, Wingate and Nolan, SOUTHWESTERN PUBLISHING COMPANY.
- Going Places In Oil* booklet, AMERICAN PETROLEUM INSTITUTE, 1271 Avenue of the Americas, New York, New York 10020.
- The Great American Shopping Cart*, Simon and Schuster, Rockefeller Center, 630 Fifth Avenue, New York, New York 10020.
- Handbook Of Job Facts*, SCIENCE RESEARCH ASSOCIATES (SRA)*
- Helen Greene, Department Store Worker*, FOLLETT EDUCATIONAL CORPORATION, Chicago, Illinois.
- How Do They Run It?*, WESTMINSTER PRESS, Philadelphia, Pennsylvania.
- Introduction to Supermarket Occupations*, by Butt, Hailes, and Hemenway, DELMAR PUBLISHERS, INC., Mountainview Avenue, Albany, New York 12205.
- Job Scene*, Comic Series, FLORIDA STATE EMPLOYMENT OFFICE, Tallahassee, Florida.
- Jobs In Advertising* pamphlet, AMERICAN ADVERTISING FEDERATION, 1225 Connecticut Avenue, N.W., Washington, D.C. 20036.
- Marketing Research For The High School Student*, CHRONICLE GUIDANCE PUBLICATIONS, INC.*
- The Marketing Story*, U.S. DEPARTMENT OF COMMERCE, Washington, D.C. 20402.
- Modeling Careers: Glamour and Hard Work*, CHRONICLE GUIDANCE PUBLICATIONS, INC.*
- The New Look In Service Stations (Automobile Service Station Attendant)*, CHRONICLE GUIDANCE PUBLICATIONS, INC.*
- Occupational Briefs*, CHRONICLE GUIDANCE PUBLICATIONS, INC.*
- Occupational Briefs*, SCIENCE RESEARCH ASSOCIATES*
- Occupational Guidance* booklets, FINNEY COMPANY*
- Occupational Guide*, series, CALIFORNIA DEPARTMENT OF EMPLOYMENT*
- Occupational Manuals* series, GREGG/McGRAW HILL*
- Occupational Outlook Handbook*, 1972-73 Edition, Bulletin No. 1700; U.S. Department of Labor, Bureau of Labor Statistics, SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, Washington, D.C. 20402.
- Occupations And Careers*, by Feingold and Swerdloff; WEBSTER/McGRAW-HILL PUBLISHING COMPANY*
- Opportunities With Texaco* booklet, TEXACO OIL COMPANY, INC., P.O. Box 52332, Houston, Texas 77052.
- Opportunity In Retailing* booklet, NATIONAL RETAIL MERCHANTS ASSOCIATION, Personnel Division, 100 West 31st Street, New York, New York 10001.
- Personal Qualities Needed to Manage a Store*, Small Marketer's Aid (#145), SMALL BUSINESS ADMINISTRATION.
- Popeye and Careers*, Comic Books, KING FEATURES, INC.*

Receiving Department Operations Manual, Monegon, NATIONAL RETAIL MERCHANTS ASSOCIATION, Personnel Division, 100 West 31st Street, New York, New York 10001.

Retailing Principles and Practices, 5th edition, Richert, Meyer, and Haines, GREGG DIVISION/McGRAW-HILL.

Retail Merchandising, 7th edition, Wingate and Samson, SOUTHWESTERN PUBLISHING COMPANY.

Salesmanship, BOY SCOUTS OF AMERICA, North Brunswick, New Jersey.

Selling Fashion Apparel, Mullikin, SOUTHWESTERN PUBLISHING COMPANY.

What Job For Me?, book series, WEBSTER/McGRAW-HILL PUBLISHING COMPANY*

Widening Occupational Roles Work Briefs, SCIENCE RESEARCH ASSOCIATES*

Working In A Store, Gold and Grandfield, FAIRCHILD PUBLICATIONS.

Your Future: Careers In Consumer Finance booklet, THE NATIONAL CONSUMER FINANCE ASSOCIATION, 1000 16th Street, N.W., Washington, D.C. 20036.

Your Future In Retailing, RICHARDS ROSER PRESS, INC., 13 East 22nd Street, New York, New York 10003.

Your Job In Distribution, by Beaumont and Langan; GREGG/McGRAW-HILL PUBLISHING COMPANY*

*See succeeding pages for specific titles and/or addresses of resources

CALIFORNIA DEPARTMENT OF EMPLOYMENT*

Occupational Guides

Title of Publication

Credit & Collection Manager

Display Man

Display Man, General Merchandise

Food Clerk

Grocery Checker

Grocery Product Salesman

Management Trainee

Model

Retail Store Manager

Sales Clerk

Salesman, Building Materials

Salesperson

Salesperson, Cosmetics

Salesperson, Hardware

Salesperson, Home Furnishings

Shipping and Receiving Clerk

Stock Clerk

Retail Buyer

Traffic Rate Clerk

*CALIFORNIA DEPT. OF EMPLOYMENT
800 Capitol Mall
Sacramento, Calif. 95814

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CAREERS PUBLICATIONS, INC.*

Career Briefs

Advertising Workers

Buyer

Cashier

Credit Manager

Department Manager (Retail Trade)

Department Store Receiving, and Related Occupations

Display Man

Drugstore Salesperson

Food Service Supervisor

Grocery Checker

House-to-House Salesman

Junior Executives

Managers, General

Materials Handler

Proofreader

Public Relations Man

Room Clerk

Sales Clerk

Salesman, Automobile

Salesman, Grocery Product

Salesman, Hardware

Sales (Marketing) Manager

Salesperson (Retail)

Sales Promotion Manager

Stock Clerk

Supermarket Manager

Vending Machine Routeman

Wholesale Salesman

*CAREERS PUBLICATIONS, INC.
Largo, Florida 33540

CHRONICLE GUIDANCE PUBLICATIONS, INC.*

Occupational Briefs

Number	Title	Number	Title
54	Announcer (Radio & Television)	172	Public Relations Man
95	Buyer	167	Purchasing Agent
266	Credit Manager	428	Radio & TV Broadcasting Industry
375	Department Store Occupations	360	Radio & TV Production Occupations
23	Fashion Designer	15	Sales Clerk
269	Floral Designer	133	Salesman, Automobile
196	Gas Distribution Occupations	8	Salesman, General (Retail & Wholesale Trade)
30	Interior Designer	136	Salesman, House-to-House (Direct Sell)
272	Job Analyst	417	Salesman, Manufacturers'
91	Junior Executive	226	Sign Writer (Hand)
254	Marketing Research	367	Supermarket Manager
61	Model	321	Taxi Driver
258	Personnel Supervisor	115	Traffic Manager
299	Product Demonstrators	42	Truck Driver

CHRONICLE GUIDANCE PUBLICATIONS, INC.
Moravia, New York 13118

379

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FINNEY COMPANY*

Finding Your Job Booklets

Job Title	Unit	Vol.	No.	Job Title	Unit	Vol.	No.
Florist's Helper	1A	V	12	Passenger Elevator			
Food Vendor	2	II	3	Operator	1A	II	1
Forklift Truck Operator	4	V	1	Powder Room			
Fountain Clerk	3	I	1	Attendant	1A	II	11
Freight Elevator				Receiving Clerk's Helper	4	II	6
Operator	2	II	1	Rental Service Helper	5	V	8
Gift Wrapper	3	II	12	Service Operator			
Handbill Passer	4	IV	5	(Laundry)	3	IV	3
Hobby Shop Helper	6	II	1	Service Station			
News Vendor	2	I	4	Attendant	1A	IV	6
Order Filler				Shipping Clerk's Helper	1A		10
(Cosmetic Industry)	5	III	10	Signboard Billposter	3	IV	1
Packer and Wrapper	2	V	3	Stock Clerk's Helper			
Paper Sorter and				(Department Store)	4	II	10
Counter	6	V	11	Supermarket Stock Boy	1A	IV	12

*FINNEY COMPANY

Minneapolis, Minnesota 55426

FINNEY COMPANY*
Occupational Guidance Booklets

Occupational Title	Unit	Vol.	No.	Occupational Title	Unit	Vol.	No.
Advertising				Fashion Coordinator	5	V	9
Copywriter	3A	III	19	Fashion Model	3A	I	15
Advertising				Fashion Saleswoman	1A	VII	10
Layout Artist	3A	III	16	Fashion Writer	3A	I	11
Advertising				Floral Designer	5	VI	17
Manager	2A	II	17	Florist	1A	VIII	9
Advertising				Food Checker	2A	IV	2
Media Director	2A	V	16	Food Demonstrator	2A	VI	6
Advertising				Freight Dispatcher	3A	VIII	13
Production Assistant	5	II	1	Freight Solicitor	1A	VIII	8
Advertising Solicitor	4	II	7	Fund Raising Director	2A	VIII	7
Appliance Store				Furniture Store			
Manager	2A	II	3	Operator	5	V	5
Auctioneer	4	IV	12	Gift Shop Manager	4	VI	9
Automobile Salesman	4	I	19	Hardware Store			
Automotive Parts Man	3A	VI	7	Manager	1A	IV	5
Bookstore Operator	3A	III	8	Hobby Shop Manager	5	III	20
Bowling Lanes Manager	4	II	8	Information Desk Clerk	2A	I	9
Broker, Food	1A	IV	19	Inventory Supervisor	1A	VIII	12
Bus Driver	2A	III	11	Jeweler	1A	II	14
Business Reporter	4	VI	19	Mailing List Compiler	28	III	1
Cashier	1A	VIII	11	Manufacturers'			
Catalog Order Clerk	5	IV	15	Representative	1A	VII	8
Catalog Writer	3A	VII	19	Market Research			
Chain Store Buyer	2A	VI	17	Analyst	1A	VI	11
Chain Store Manager	1A	I	7	Market Research			
Check-Out Clerk	1A	II	5	Interviewer	4	II	19
China Shop Manager	5	VII	5	Music Store Clerk	5	I	6
Comparison Shopper	5	II	12	Music Store Owner	5	VII	17
Comptroller	4	III	15	Pawnbroker	4	VI	13
Copyreader, Newspaper	2A	III	15	Personal Shopper	5	III	18
Copywriter, Retail	2A	IV	3	Proofreader	1A	V	3
Credit Analyst	5	II	17	Public Relations			
Credit Authorizer	2A	I	8	Account Executive	2A	VI	4
Credit Collection Man	2A	V	2	Public Relations			
Credit Manager	1A	IV	9	Director	1A	V	19
Department Store Buyer	4	I	18	Public Relations			
Dispatcher, Freight	3A	VIII	13	Writer	5	V	3
Display Artist	4	III	11	Purchasing Agent	1A	VII	3
Driver,				Rate Clerk	1A	II	11
Delivery Service	5	VIII	3	Salesman, Automobile	4	I	19
Dry Cleaning				Salesman, Farm			
Shop Manager	1A	I	10	Equipment	3A	V	17

FINNEY COMPANY*
Occupational Guidance Booklets
(continued)

Occupational Title	Unit	Vol.	No.	Occupational Title	Unit	Vol.	No.
Salesman, Petroleum	3A	VIII	18	Technical			
Salesman, Retail	1A	VIII	5	Illustrator	1A	III	4
Salesman, Specialty	1A	VII	11	Technical Writer	1A	I	2
Saleswoman, Fashion	1A	VII	10	Vending Route			
Service Station				Operator	4	I	8
Operator	1A	III	19	Warehouse			
Sporting Goods				Supervisor	2A	IV	7
Manager	3A	V	1	Window Decorator	1A	VI	17
Stock Clerk	1A	I	19	Women's Apparel Shop			
Stock Transfer Clerk	2A	V	8	Manager and Buyer	1A	VII	2
Supermarket							
Manager	4	VIII	17				

*FINNEY COMPANY
 Minneapolis, Minnesota 55426

GREGG/McGRAW-HILL PUBLISHING COMPANY*

Occupational Manuals and Projects in Marketing

<i>Manual Number</i>	<i>Occupational Manual/Project Title</i>
1	Marketing Research
2	Product Planning
3	Buying and Pricing
4	Physical Distribution
5	Basic Salesmanship
6	Creative Selling
7	Advertising
8	Display and Promotion
9	Customer Services
10	Wholesaling
11	Communications in Marketing
12	Mathematics in Marketing
13	Psychology and Human Relations in Marketing
14	The Economics of Marketing
15	Organization for Marketing
16	Data Processing in Marketing
17	Careers in Marketing

*GREGG/McGRAW-HILL PUBLISHING COMPANY
World Headquarters
330 West 42nd Street
New York, New York 10036
(or contact the regional office serving your area)

GUIDANCE CENTRE*

Career Publication

Advertising Copywriter
Manager or Executive

Merchandise Buyer
Salesman

*GUIDANCE CENTRE
371 Bloor Street West
Toronto 5, Ontario

THE INSTITUTE FOR RESEARCH*

Title of Publication

Career Opportunities in Advertising for Men and Women
Careers in Credit Departments—Retail, Banks, Finance, Business
Careers in Food Products Distribution
Grocery Store Operation and Supermarket Management—Careers
Retail Selling as a Career
Career as a Merchandise Buyer in Retailing
Merchandising as a Career
Careers in Hardware Retailing
Careers in Furniture Stores and Furniture Store Management
Modern Salesmanship as a Career

*THE INSTITUTE FOR RESEARCH
537 S. Dearborn Street
Chicago, Illinois 60605

KING FEATURES SYNDICATE*

Career Comic Books

Popeye and Marketing and Distribution Careers
Popeye and Transportation Careers
Popeye and Communications and Media
Popeye and Hospitality and Recreation

Popeye and Manufacturing
Popeye and Public Services
Popeye and Personal Services
Popeye and Business and Office

*KING FEATURES SYNDICATE
235 East 45th Street
New York, New York 10017

PROJECT LOOM UNITS*

Careers in Marketing

Cashier
Department Store Buyer
Fashion Buyer
Florist
Food Store Worker
Gift Shop Owner/Manager
Jeweler

Pet Shop Manager
Retail Fish Market Manager
Salesperson
Service Station Operator
Sign Painter
Stock Clerk
Truck Driver

*PROJECT LOOM UNITS
Learner-Oriented Occupational Materials
The Florida State University
415 N. Monroe St., Room 510
Tallahassee, Florida 32301

SCIENCE RESEARCH ASSOCIATES*

Occupational Briefs (Grades 9-12)

Number	Title	Number	Title
361	Advertising Copywriters	117	Food Store Workers
63	Advertising Workers	240	General Merchandise Salesclerks
111	Automobile Salesmen	237	House-to-House Salespeople
284	Buyers	163	Import & Export Workers
332	Checkers, Food Store	8	Interior Designers & Decorators
352	Clerks, Shipping	99	Managers, Traffic
91	Credit Collectors	210	Market Research Workers
94	Credit Workers	167	Models
232	Dealers, Farm Equipment	319	Retail Clothing Salespeople
116	Department Store Salespeople	60	Service Station Workers
398	Designers, Scene	354	Stock Clerks
40	Display Workers	110	Warehouse Workers
233	Florists		

Job Family Series

Jobs In Art

Selling

Unusual Opportunities

Job Experience Kits

Salesman

Truck Driver

*SCIENCE RESEARCH ASSOCIATES (SRA)
259 East Erie Street
Chicago, Illinois 60611

NEW YORK LIFE INSURANCE COMPANY*

SHOULD YOU BE A SALESMAN?

SHOULD YOU GO INTO FOOD RETAILING?

SHOULD YOU GO INTO ADVERTISING?

SHOULD YOU GO INTO PUBLIC RELATIONS?

SHOULD YOU GO INTO BUSINESS FOR YOURSELF?

SHOULD YOU GO INTO RETAILING?

*NEW YORK LIFE INSURANCE COMPANY
Box 51, Madison Square Station
New York, New York 10010

RICHARDS ROSEN PRESS, INC.*

Careers in Depth Series

YOUR FUTURE IN ADVERTISING

Jules B. Singer

YOUR FUTURE IN YOUR OWN BUSINESS

Elmer Winter

YOUR FUTURE IN THE CREDIT FIELD

M. R. Neifield, Ph.D.

YOUR FUTURE IN DIRECT SELLING

Foster E. Goodrich

YOUR FUTURE IN JOBS ABROAD

Elmer Winter

YOUR FUTURE IN MARKETING

Norman B. Orent

YOUR FUTURE AS A MODEL

Gillis MacGil

YOUR FUTURE IN PUBLIC RELATIONS

Edward L. Bernays

YOUR FUTURE IN RETAILING

George Scott

YOUR FUTURE IN THE FASHION WORLD

Members of the Fashion Group, Inc.

*RICHARDS ROSEN PRESS, INC.
29 E. 21st Street
New York, New York 10010

VOCATIONAL GUIDANCE MANUALS*

Career Series

OPPORTUNITIES IN MARKET RESEARCH
OPPORTUNITIES IN SELLING
OPPORTUNITIES IN PUBLIC RELATIONS
OPPORTUNITIES IN TECHNICAL WRITING

*VOCATIONAL GUIDANCE MANUALS
235 East 45th Street
New York, New York 10017

WEBSTER-MCGRAW-HILL*

What Job For Me Book Series

Joe the Retail Salesman

Pete the Service Station Attendant

*WEBSTER-McGRAW-HILL
680 Forrest Road, N.E.
Atlanta, Georgia 30312

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SCIENCE RESEARCH ASSOCIATES*

Widening Occupational Roles Work Briefs (Grades 6-9)

Number	Title	Number	Title
5	Advertising Copywriters	311	Managers, Store
33	Automobile Salesmen	327	Managers, Traffic
35	Automotive Parts Salesmen	199	Market Research Interviewers
47	Bookstore Clerks	213	Models
310	Buyers, Store	257	Product Demonstrators
55	Cashiers	261	Proofreaders
5	Copywriters, Advertising	267	Public Relations Workers
78	Credit Clerks	283	Routemen
79	Credit Collectors	30	Routemen, Automatic Vending
95	Display Workers	286	Salesmen
100	Drugstore Clerks	33	Salesmen, Automobile
103	Economists	35	Salesmen, Automotive Parts
119	Farm Equipment Dealers	90	Salespeople, Department Store
120	Fashion Designers	159	Salespeople, House-to-House
128	Florists	291	Service Station Workers
130	Food Store Workers	295	Shipping Clerks
145	Gift Shop Owners/Managers	309	Stock Clerks

*SCIENCE RESEARCH ASSOCIATES (SRA)
259 East Erie Street
Chicago, Illinois 60611

GAMES RECOMMENDED

<i>Commercial Games</i>	<i>Publisher's Name</i>
Billionaire	Parker Brothers
Boss	"
Careers	"
Dealers' Choice	"
Dig	"
Masterpiece	"
Monopoly	"
Probe	"
Quibic	"
Touring	"
Concentration	Milton Bradley
Easy Money	"
Happiness	"
Hollywood Square	"
Jeopardy	"
Password	"
Who, What, Where	"
Lottery	Selchow & Righter
RSVP	"
Scrabble	"
Bazaar	3-M Company
High Bill	"
Venture	"
Stock Market	Avalon Hill Company
Shopping Center	Creative Playthings
Money Card	Schaper
Ad Lib	Lowe
Junior Executive	Whitman
Park and Shop	"

*Games listed are highly recommended by classroom teachers who have used them with their Pre-Vocational Distributive Education students in the middle grades 6-9.

NAMES AND ADDRESSES OF SOURCES

A.I.M.S. Instructional Media Services, Inc.
P. O. Box 1010
Hollywood, California 90028

American Advertising Federation
1225 Connecticut Avenue, N.W.
Washington, D. C. 20036

American Association of Advertising Agencies
200 Park Avenue
New York, New York 10017

The American Economic Foundation
51 East 42nd Street
New York, New York 10017

American Express Company
65 Broadway
New York, New York 10006

American Heritage Center
Harding College
Searcy, Arkansas 72143

American Management Association, Inc.
Film Department
135 West 50th Street
New York, New York 10020

American Petroleum Institute
1271 Avenue of the Americas
New York, New York 10020

American Transit Association
815 Connecticut Avenue, N.W.
Washington, D. C. 20006

American Vocational Association
1510 H. St., N.W.
Washington, D. C. 20005

Associated Business Publications
205 East 42nd Street
New York, New York 10003

Association Instructional Materials
600 Madison Avenue
New York, New York 10022

Association-Sterling Films
866 Third Avenue
New York, New York 10022

Bovmar, Inc.
622 Rodier Drive
Glendale, California 91201

The Bureau of National Affairs, Inc.
BNA Films
5615 Fishers Lane
Rockville, Maryland 20852

Business Book Company
159 Emerald Green Court
St. Louis, Missouri 63141

Business Education Films
5113 16th Avenue
Brooklyn, New York 11204

Career World, Inc.
Curriculum Innovations, Inc.
501 Lake Forest Avenue
Highwood, Illinois 60040

Careers Publications, Inc.
Largo, Florida 33540

Carousel Films, Inc.
1501 Broadway Avenue
New York, New York 10036

Chamber of Commerce
Audio-Visual Services Department
1615 H. Street, N.W.
Washington, D. C. 20006

Charles Cahill and Associates, Inc.
P. O. Box 1010
Hollywood, California 90028

Chronicle Guidance Publications, Inc.
Moravia, New York 13118

Classroom Film Distributors, Inc.
5620 Hollywood Boulevard
Hollywood, California 90028

Classroom Productions, Inc.
851 College Parkway at McGregor Boulevard
Ft. Myers, Florida 33901

Close Productions
P. O. Box 2858
163 San Carlos Boulevard
Fort Myers Beach, Florida 33931

Colonial Films, Inc.
752 Spring Street, N.W.
Atlanta, Georgia 30308

Consumer Union Film Library
267 West 25th Street
New York, New York 10001

Coronet Instructional Films
Coronet Building
65 East South Water Street
Chicago, Illinois 60640

Educational Dimensions Corporation
P. O. Box 488
Great Neck, New York 11022

Educational Productions
8328 Willow Way
Raytown, Missouri 64138

Encyclopedia Britannica Films, Inc.
1500 Wilmette Avenue
Wilmette, Illinois 60091

Eye Gate House, Inc.
146-01 Archer Avenue
Jamaica, New York 11435

Fairchild Publications
7 East 12th Street
New York, New York 10003

Film Associates of California
11559 Santa Monica Boulevard
Los Angeles, California 90025

Filmstrip House, Inc.
432 Park Avenue South
New York, New York 10016

Finney Company
3350 Gorham Avenue
Minneapolis, Minnesota 55426

Fortune Films
Time and Life Building
New York, New York 10020

Guidance Associates
P. O. Box 5
23 Washington Avenue
Pleasantville, New York 10570

Imperial Films, Inc.
332 South Michigan Avenue
Chicago, Illinois 60604

Imperial Productions, Inc.
247 West Court
Kankakee, Illinois 60901

Indiana University
Audio-Visual Center
Bloomington, Indiana 47401

Industrial Management Society
c/o Modern Talking Picture Service
160 East Grand Avenue
Chicago, Illinois 60611

Instructional Systems Associates
P. O. Box 1379
Wichita, Kansas 67201

International Film Bureau
332 South Michigan Avenue
Chicago, Illinois 60604

International Paper Company
220 East 42nd Street
New York, New York 10017

J. C. Penney Company, Inc.
Educational Relations Department
1301 Avenue of the Americas
New York, New York 10019

Joint Council on Economic Education
1212 Avenue of the Americas
New York, New York 10036

McGraw-Hill Book Company
Text-Film Division
327 West 41st Street
New York, New York 10036

Merchandise Film Productions
419 Park Avenue South
New York, New York 10016

National Association of Retail Grocers
360 North Michigan Avenue
Chicago, Illinois 60601

National Association of Wholesaler-Distributors
1725 K Street, N.W.
Washington, D. C. 20006

National Consumer Finance Association
701 Solar Building
Washington, D. C. 20036

National Retail Merchants Association
Personnel Division
100 West 31st Street
New York, New York 10001

Ohio Distributive Education Materials Lab
Ohio State University
1885 Neil Avenue
Columbus, Ohio 43210

Pathescope Films, Inc.
71 Weyman Avenue
New Rochelle, New York 10802

Reynolds Metals Company
P. O. Box 27003
Richmond, Virginia 23216

Roundtable Films, Inc.
321 South Beverly Drive
Beverly Hills, California 90212

Science Research Associates, Inc.
Industrial and Special Education Division
259 East Erie Street
Chicago, Illinois 60611

Sears Roebuck and Company
Public Relations Department
Chicago, Illinois 60611

Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

South-Western Publishing Company
5101 Madison Road
Cincinnati, Ohio 45227
(or contact the regional office
serving your area)

Stanton Films
7934 Santa Monica Boulevard
Los Angeles, California 90046

Sterling-Movies, Inc.
43 West 61st Street
New York, New York 10023

Storyboard, Inc.
165 East 72nd Street
New York, New York 10021

United States Department of Commerce
Washington, D. C. 20402

United World Free Film Service
5023 N. E. Sandy Boulevard
Portland, Oregon 97213

University of California
Extension Media Center
2223 Fulton Street
Berkeley, California 94720

University of Idaho
Audio-Visual Center
Moscow, Idaho 83843

University of Michigan
Television Center
310 Maynard Street
Ann Arbor, Michigan 48108

University of Minnesota
Audio-Visual Education Service
29 Westbook Hall
Minneapolis, Minnesota 55455

University of Southern California
School of Performing Arts
Film Distribution Center
University Park
Los Angeles, California 90007

University of Texas at Austin
Instructional Materials Services
Division of Extension
Austin, Texas 78712

University of Washington
Audio-Visual Services
Room 114, Lewis Hall
Seattle, Washington 98107

Visual Education, Inc.
1425 H. Street, N.W.
Washington, D. C. 20005

3 M Company
Visual Products Division
2501 Hudson Road
St. Paul, Minnesota 55119

Washington State University
Audio-Visual Center
Pullman, Washington 99163

Webster/McGraw-Hill Publishing Company
World Headquarters
330 West 42nd Street
New York, New York 10036